

Course Catalogue

2001-2002



Gettysburg
COLLEGE

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The provisions of this catalogue are not to be regarded as an irrevocable contract between the College and the student. The College reserves the right to change any provision or requirement at any time. This right to change provisions and requirements includes, but is not limited to, the right to reduce or eliminate course offerings in academic fields and to add requirements for graduation.

Gettysburg College
Course Catalogue 2001–2002

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GETTYSBURG, PENNSYLVANIA

A HERITAGE OF EXCELLENCE

As we begin the twenty-first century, higher education faces a new world of change and challenge. Revolutionary advances in technology, unprecedented access to information, a rich diversity of perspectives, and frequent calls to social action will demand more from a liberal arts education than ever before. Leading colleges must respond with innovative programs, appropriate resources, and exceptional teaching. ♦ At Gettysburg College, we are committed to preparing our students for the opportunities of this changing world. Our founding principles embrace a rigorous liberal arts education that fosters a global perspective, a spirit of collaboration, a dedication to public service, and an enriching campus life. We believe that this approach to education instills in Gettysburg College students a life-long desire for learning, a drive for discovery and contribution, and a compassionate respect for others and our world.

Dedicated to Success

The history of Gettysburg College has intersected with events of political, social, and global significance. Chartered in 1832, Gettysburg College was born in an era of dramatic change. Our young nation faced political and economic challenges, pioneers pushed into new frontiers, and academic institutions were established that would become today's finest colleges and universities.

In 1863, Union and Confederate soldiers clashed on the fields of Gettysburg, Pennsylvania. Pennsylvania Hall, the first building on campus, served as a temporary hospital for the wounded from both sides. Today, its name appears on the National Register of Historic Places. On November 19, 1863, Gettysburg College students witnessed the legendary address of Abraham Lincoln, which to this day links our country's sixteenth president with Gettysburg in the minds of Americans.

Years later, President Dwight D. Eisenhower arrived at Gettysburg, sharing his experience and insights as a national leader. Following his term, Eisenhower returned to Gettysburg to write his memoirs in what is now Eisenhower House, the college admissions office. Visits by Elie Wiesel, General Colin Powell, and leaders from the American Civil Liberties Union, the civil rights movement, and the Peace Corps continue to demonstrate Gettysburg College's dedication to issues of global importance.

Today, Gettysburg College continues to champion independent thinking and public action by providing students with the abilities to reason and communicate, and the incentive to make a difference in our world. A Gettysburg College education blends a rigorous foundation

in the sciences, the social sciences, and the humanities with a highly personal atmosphere of challenge and support. The curricular and co-curricular opportunities are carefully designed to stimulate logical thinking, encourage public service, and instill a global perspective in our students.

At Gettysburg College, nearly 2,400 young women and men learn, explore, discover, and create with the challenge and support of 150 full-time faculty members. Approximately 90 percent of the teaching faculty hold the doctorate or the highest earned degree in their field.

As devoted as they are to their chosen fields of study, Gettysburg College faculty are equally dedicated to the success of their students. Small classes averaging eighteen students and a student/faculty ratio of 11:1 foster an open and informal exchange of ideas, a sense of community and collaboration, and endless opportunities for accomplishment.

As part of Gettysburg College's balanced undergraduate program in the liberal arts and sciences, students may choose from thirty-four majors, pursue interdisciplinary and self-designed majors, or complete one of several cooperative and dual-degree programs. The college also provides a certification in elementary and secondary education, and preparation for professional schools in law, medicine, and the allied health sciences. Study abroad, internship, and student/faculty research opportunities are plentiful and encouraged.

We welcome your interest in Gettysburg College.

GETTYSBURG-AT-A-GLANCE

Type of College: Four-year, coeducational college of liberal arts and sciences founded in 1832.

Enrollment: Nearly 2,400 students (approximately one-half are men and one-half are women), representing 40 states and 35 foreign countries. Approximately 90 percent of the students live on campus in more than thirty-six residence halls, including theme halls, the Residential College, and special interest houses.

Location: Beautiful 200-acre campus with over 60 buildings. The College is adjacent to the Gettysburg National Park. Gettysburg, Pennsylvania is 36 miles from Harrisburg, 55 miles from Baltimore, 80 miles from Washington, D.C., 117 miles from Philadelphia, and 212 miles from New York City.

Academic Information: Thirty-four majors, special majors, double majors, minors, and an extensive area studies program. Student/faculty ratio of 11:1 with an average class size of 18 students. More than 150 full-time faculty with approximately 90 percent of the permanent faculty holding the doctorate or highest earned degree in their fields. One of only 19 chapters of Phi Beta Kappa in Pennsylvania. Honorary or professional societies in 16 academic areas. Academic Honor Code in effect since 1957.

Special Programs: Extensive study abroad programs; internships; Washington Semester (government and politics, economic policy, ethical issues and public affairs, foreign policy, public administration, justice, urban studies, journalism, art and architecture, arts and humanities); United Nations Semester; dual-degree programs in engineering, nursing, optometry, and forestry and environmental studies; cooperative program in marine biology; certification in elementary and secondary education; premedical and prelaw counseling. Cooperative college consortium with Dickinson and Franklin & Marshall Colleges.

Exceptional Facilities: Musselman Library; computing environment, including full network capabilities in all campus buildings and each residence hall room, high-speed access to the Internet, microcomputer laboratories and workstations; state-of-the-art science facilities,

including two electron microscopes (transmission and scanning units), Fourier Transform Infrared and NMR Spectrometers, greenhouse, planetarium, observatory, and optics and plasma physics laboratories; the Child Study Center; extensive facilities for the fine arts, music, and drama; writing center; comprehensive physical education complex; health center and counseling services; career planning and advising office; College Union Building, student activities center; center for public service.

Student Activities: Student Senate; Student Activities Alliance; FM radio station; yearbook; newspaper; literary magazine; full range of musical groups, including choirs, marching, symphonic, and jazz bands, college/community orchestra, and numerous ensembles; black student union; international student club; theatre groups; special interest groups; more than 100 clubs and community service organizations; more than 1,000 leadership positions.

Athletics: Division III level within the Centennial Conference. Twelve sports for men, twelve sports for women, and one coeducational sport. A wide array of intramural activities to satisfy various interests and levels of skill.

Religious Life: Lutheran related. Programs for students of all faiths coordinated through the College Chapel, including Newman Association and Hillel.

School Colors: Orange and blue.

ADMISSION

Gettsyburg College students come from a wide variety of backgrounds and secondary school programs. The College encourages applications from students of differing ethnic, religious, racial, economic, and geographic backgrounds. ♦ The admission staff encourages applications from students who have demonstrated a capacity for academic achievement, responsiveness to intellectual challenge, eagerness to contribute their special talents to the College community, and an awareness of social responsibility. Such persons give promise of possessing the ability and the motivation that will enable them to profit from the many opportunities that the College offers.

Campus Information

A wide variety of information about Gettysburg College can be found in the College's various publications.

Prospective students may request College publications and material by contacting:

Director of Admission

Eisenhower House
Gettysburg College
Gettysburg, PA 17325

717-337-6100; 800-431-0803

(Fax) 717-337-6145

admiss@gettysburg.edu

www.gettysburg.edu

Admission Evaluation

Since the competition for admission is highly competitive, the admission staff gives careful consideration to each application. Its decisions are based on three categories of evidence described below.

Evidence of high academic achievement as indicated by the secondary school record.

The College considers grades in academic courses, quality and distribution of subjects, and rank in class as highly significant parts of the applicant's credentials. Participation in accelerated, enriched, and advanced placement courses is highly desirable. The College regards superior facility in the use of the English language and an understanding of fundamental mathematical processes as essential to a successful college experience. It also assumes graduation from an approved secondary school.

Evidence of ability to do high quality college work as indicated by aptitude and achievement test results.

The SAT I of the College Board or the test results of the American College Testing (ACT) program are required of all candidates.

Evidence of personal qualities.

There is high interest in individuals of character who will contribute in positive ways to the College community. Such contributions should be appropriate to the talents of each student, whether these be leadership in campus programs, involvement in the welfare of others, expression of artistic creativity, or the quiet pursuit of scholarly excellence. In estimating such qualities, the College relies on what students say about themselves; the confidential statements from secondary school principals, headmasters, and guidance counselors; and on personal appraisals by its alumni and friends. Essentially, any evidence of in-depth involvement in secondary school activities and/or participation in community affairs (especially volunteer services) is favorably considered in the admission process.

The Campus Visit

Personal interviews, group sessions, and campus tours are strongly recommended; they give prospective students a personal look at the opportunities and variety offered in the academic and extracurricular program. Gettysburg students give generously of their time and talents to the College and surrounding community, and are pleased to share their experiences with visiting students.

Prospective students are welcome to visit the campus for a tour and/or a group session at any time. Interviews may be scheduled between April 1 of the junior year and March 1 of the senior year. Students considering a major in art or music should make their interest known when requesting an interview, so that arrangements can be made for an appointment with a member of the department concerned.

Students can arrange an interview, group session, or campus tour by calling the Office of Admissions at 717-337-6100 or 800-431-0803. During the academic year, the admissions office is open from 9:00 to 5:00 on weekdays and from 9:00 to 12:00 on Saturdays; summer hours are between 8:00 and 4:30 weekdays.

Admission Process

Early Decision.

Students for whom Gettysburg College is a first choice are strongly encouraged to apply for Early Decision admission. The application will be considered between November 15 and February 1 of the senior year; a non-refundable fee of \$45 must be sent with the application. Those students accepted under this admission plan are obligated to enroll at Gettysburg College and to withdraw applications submitted to other institutions. Notification of the decision on admission will be made between December 15 and February 15. Payment of a nonrefundable advance fee of \$300 is required to validate this offer of acceptance.

Although the Early Decision applicant should take the SAT 1 or the ACT in the junior year, scores from the October/November testing date of the senior year will also be considered. Those students submitting applications for Early Decision who are not offered acceptance at that time will automatically be considered for Regular Decision admission upon receipt of subsequent semester grades and test scores from the senior year.

Regular Decision.

Students applying as a Regular Decision candidate to Gettysburg College should submit an application during the fall of their senior year and by February 15; a nonrefundable fee of \$45 must be sent with the application. Most offers of acceptance will be mailed by early-April, after the receipt of November, December, or January SAT 1 results and senior year first semester grades. Results for the SAT 1 or ACT taken prior to the senior year may be used to satisfy test requirements.

Payment of a nonrefundable advance fee of \$300 is required to validate the offer of acceptance. Since Gettysburg College subscribes to the principle of the Candidate's Reply Date, students have until May 1 to make their decision and pay the advance fee.

All acceptances by Gettysburg College are conditional and based upon students continuing to do satisfactory work in all subjects, avoiding disciplinary circumstances, and earning a secondary school diploma.

Admission with Advanced Credit and Placement

Students who have taken *advanced placement* courses in secondary school and wish to be considered for advanced credit or placement must take advanced placement tests of the College Board. All entering students who submit a score of four or five on these tests shall receive one or two course credits for each tested area toward the 35-course graduation requirement. Students submitting a score of three may receive, at the discretion of the appropriate department, credit or advanced placement. Course credit for advanced placement will be lost if a student takes the equivalent course at Gettysburg. Students who have completed advanced-level or honors courses may be considered for advanced placement.

Those high school students who have taken *regular courses at the college level* in regionally-approved junior or four-year colleges may receive credit for these courses if there has been no duplication of high school units and college credits. This credit must be approved by the chairperson of the academic department involved.

Gettysburg College recognizes the quality of the *International Baccalaureate (IB) Diploma* in the admission process. In addition, the College awards two course credits in each subject area for Higher Level examination scores of five or higher. Credit for a Higher Level score of four will be given at the discretion of the department.

For students who plan to complete their graduation requirements in less than four full years, see the section on residence requirements and schedule limitations for information about planning of the academic program.

International Student Admission

The College welcomes applications from international students who can read, write, speak, and understand the English language with considerable proficiency. International applicants should send the completed application form with official secondary school transcripts, and an explanation of grading procedures; the SAT of the College Board or the test results of the American College Testing (ACT) program; the Test of English as a Foreign Language (TOEFL) results; the application essay; and the certification of the Finances Form. International students applying for financial aid must also file the Foreign Student Financial Aid Form.

Transfer Student Admission

Gettysburg welcomes applications from students interested in transferring to the College. Transfer students applying for the spring semester should submit their application by December 1, and students applying for the fall semester should apply by April 15; transfers applying after those preferred dates should do so as soon as possible.

Reactivating the application.

Students who have previously applied to Gettysburg College and now wish to reactivate their application should send a letter requesting a reactivation. In order to update and complete the application, send the final secondary school transcript, SAT and/or ACT results, college transcripts(s), the Dean's Recommendation Form, and the financial aid transcript.

Applying for the first time.

Transfer students should submit an application for admission, the final secondary school transcript, SAT and/or ACT results, college transcript(s), the Dean's Transfer Recommendation Form, and the financial aid transcript.

Transfer of credits.

Transfer credits are granted provisionally for individual courses passed with a C or better at approved institutions, provided that these courses fit reasonably well into the Gettysburg College curriculum. During the first semester, transfer students must review the graduation requirements with their academic adviser or the registrar. Transfers are required to earn all additional credit at Gettysburg College or through a regular College-approved program of off-campus study. In order to complete the transfer of course credits, transfer students are required to complete one year of satisfactory work at Gettysburg College. All transfer students must satisfy the course requirements in their major area of interest.

Admission as a Guest Student

A high school graduate, not a candidate for a degree, may apply for admission as a nonmatriculated student. Normally, such a student may enroll in a maximum of two courses. Permission to take more than two courses must be secured from the Academic Standing Committee.

Taking courses as a guest student requires permission of the instructors of the courses involved, as well as filing an application for guest student status with the admissions office.

A guest student who may later wish to become a candidate for a degree must submit an application under regular admission procedures. Guest students have the same classroom duties and privileges as regular full-time students, but no promise is made in advance that the guest student will be admitted as a candidate for degree.

STATISTICAL SUMMARY

Students in college

2000 Full-Time Enrollment

Fall Semester	M	W	Total
Senior	236	276	512
Junior	246	293	539
Sophomore	318	309	627
First Year	336	360	696
	1136	1238	2374

The above enrollment includes 166 students who were studying off campus. In addition, 10 students were enrolled part-time for a degree.

Geographic Distribution Matriculated Students

2000 Fall Semester

	Number of Students	Percent
Pennsylvania	676	27.9
New Jersey	450	18.6
New York	294	12.1
Maryland	227	9.4
Connecticut	197	8.1
Massachusetts	146	6.0
Virginia	55	2.3
Maine	40	1.7
New Hampshire	38	1.6
30 Other States or territories	232	9.7
International (28 countries)	64	2.6
	2419	100.0

STUDENT RETENTION

Of the students who entered Gettysburg College as first-year students in September 1996, 72.6% received their degree within four years; an additional 3.4% of the class were continuing at Gettysburg. Thirty-three students (5.3% of the class) were required to withdraw from the College. Of the students who entered Gettysburg College as first-year students in September 1994, 75.1% received their degree within six years.

COMPREHENSIVE FEE PLAN

Gettsyburg College charges each student, on a semester by semester basis, a comprehensive fee, which covers tuition, health service fee, board, and room. Not included in this fee are books and supplies, telephone charges, telecommunications fee, some private lessons in music, optional off-campus courses, and optional health insurance coverage.

The comprehensive fee applies to each full-time student. A full-time student is one registering for at least three courses per semester. Part-time matriculating students will be charged \$2,847 per course.

2000-2001 FEES

Academic Fee (Tuition)	\$ 25,630
Health Service Fee	\$ 118

Board

College Dining Hall 20 meals per week \$ 2,970
(Rates for reduced meal plans are available from the Office of Financial Services)

Room Rents

Regular Room	\$ 3,352
Single Room or Apartment	\$ 4,175

Special Student Fees

Any student who is not a candidate for a degree will be charged at the rate of \$1,424 per course.

Board Policy

First-year students must participate in the full board plan (20 meals per week) during the fall semester; they may select their meal plan for the spring semester. All students in College residence halls must participate in a College meal plan.

The following exceptions apply: Those in apartment-style residence halls with appropriate kitchen facilities; those living off-campus or at home; and those who are roommates of residence coordinators.

Telecommunications Fee

Students living in College residence halls or fraternities pay an annual \$200 Telecommunications and Technology fee. The fee covers the following services and appropriate support: network and internet access, cable TV, local telephone and voicemail. Non-residential students are assessed an annual \$50 fee for on-campus network and internet access. Limitations of services apply as set forth in the network utilization policy.

Payment of Bills

Checks should be made payable to Gettsyburg College and sent to the Office of Financial Services, Gettsyburg College, Gettsyburg, PA 17325-1483 by the dates outlined.

Credit card payments, through PhoneCharge, Inc. at 877-206-5356 (toll free), are accepted as a means of payment of the College tuition and fees. A fee is charged by PhoneCharge, Inc. for this service.

The College operates on a two-semester calendar. An itemized statement of charges for each semester is mailed approximately one month before the payment due date. First semester charges are due on August 1; second semester charges are due on January 3. The College has an optional monthly payment plan, which runs from June 1 to March 1. (See *Payment Plans*.)

Delinquent accounts are subject to a late payment charge at the rate of 1% per month. This late charge will be waived for Student Loan amounts processed by the College prior to due dates for payments.

Students are required to complete payment of their tuition and fees by the stated deadlines to maintain active enrollment status and their ability to register for courses for future semesters. Gettsyburg College policy requires the withholding of all credits, educational services, issuance of transcripts, and certification of academic records from any person whose financial obligations to the College (including delinquent accounts, deferred balances, and liability for damage) are due and/or unpaid. If any overdue obligation is referred either to the College collection department or to an outside agency or attorney for collection efforts and/or legal suit, the debt shall be increased to cover all reasonable costs of collection, including collection agency and attorneys fees and court costs. By registering for any class at the College, each student accepts and agrees to be bound by the foregoing College policy as applied to any preexisting or future obligation to the College.

Reserve/Security Deposit

The advance payment of \$300 made under either the early or regular acceptance plans is credited to a reserve deposit account. While the student is enrolled, this noninterest-bearing account remains inactive. The security deposit is activated after the student graduates or withdraws from school. At that time security deposit funds are transferred to the student's account to satisfy any unpaid bills. Any remaining amounts will be refunded after this process.

Preregistration Fee

Every continuing student in the College is required to pay \$300 by March 1, which will be applied toward the student's fall semester College bill. No refunds of this fee will be made after the date of Spring registration.

Veterans' Administration Benefits

Gettysburg College has made the necessary arrangements whereby eligible veterans, dependents, and members of the military may receive monthly payments from the Veterans' Administration in accordance with the appropriate laws and regulations. Please contact the Office of the Registrar for more information.

Payment Plans

The College offers an interest-free optional monthly payment plan for those who wish to make installment payments over an eight- to ten-month period. First installment is due June 1. There is a fee of \$50 to enroll in this plan. Contact the Office of Financial Services for details.

Refund Policy

A student must notify the Registrar's Office in writing that he or she intends to withdraw or request a leave of absence from Gettysburg College. (*See withdrawal and leave of absence policy.*) The date the written notice is received by the Registrar's Office will be the official date of withdrawal or leave of absence.

Financial aid recipients who leave the College during a term will have their Title IV aid recalculated according to the federal refund requirements, which state: "If a recipient of Title IV aid withdraws before completing 60 percent of the payment period (app. 9 weeks), the institution must calculate the amount of Title IV aid the student did not earn. The amount of unearned aid equals the difference between the Title IV aid that was disbursed or could have been disbursed for the payment period and the amount of Title IV aid that was earned. Schools must return the unearned portion of the Title IV funds." (Blue Book, June 1999, 2-44)

Title IV funds include and will be returned in the following order: Unsubsidized Federal Stafford Loans, Subsidized Federal Stafford Loans, Federal PLUS Loans, Unsubsidized Federal Direct Stafford Loans, Subsidized Federal Direct Stafford Loans, Federal Direct PLUS Loans, Federal Perkins Loans, Federal Pell Grants, and Federal Supplemental Educational Opportunity Grants (FSEOG).

Students receiving financial assistance may have a portion of their original award returned to the programs as required by federal regulation and the Gettysburg College refund policy, thus creating a balance due to the College. For this reason, students contemplating withdrawing during a term of enrollment are strongly encouraged to meet with the Financial Services and Financial Aid Office prior to leaving the College.

Refunds for Tuition, Room, and Board

Refunds for tuition, room, and board are calculated as follows: 100 percent, if notice is received by the twelfth day of classes; 80 percent, if notice is received by the third week of classes; 50 percent, if notice is received by the fourth week of classes; 25 percent, if notice is received by the sixth week of classes.

No refund will be calculated after the end of the sixth week of classes. Exceptions to the stated policy may be granted for reasons of health or in the case of academic dismissal.

Required Withdrawal: A student who is required to withdraw for disciplinary reasons (involuntary withdrawal) will forfeit all fees which he or she has paid.

Dewar Insurance: Optional insurance is available through A.W.G. Dewar, Inc., which supplements the College refund policy for a student who withdraws as a result of a serious illness or accident.

Reduction of financial aid obligations and advances will receive priority in the payment of refunds. Any unused reserve deposit balance will be refunded approximately six weeks after the student's graduation or withdrawal.

College Store

The College Store accepts cash, Master Card/Visa, or a College. Students may charge books, supplies, and miscellaneous items. A student's charge balance may not exceed \$750. Charges must be paid within 20 days. College Store charges will be added to the student's tuition account on a monthly basis and will be subject to a late charge.

Accident Insurance

Upon payment of the comprehensive fee, each student receives coverage under an accident insurance policy. Information concerning the coverage provided by this insurance is made available at the time of registration or in advance if requested.

Health Insurance

The College requires all students to have adequate health insurance coverage. Student Health Insurance is billed to each student on the fall bill. This coverage is optional for those who already have an existing health plan. The College will waive the charge for those with an existing health plan upon receipt of the proof of health insurance waiver card. The card must be returned by Sept. 15.

Personal Property Insurance

The College does not carry insurance on personal property of students and is not responsible for the loss or damage of such property. Students are encouraged to provide their own personal property insurance.

Although charges made by colleges and universities have risen sharply in recent years, the fact remains that at most institutions the fees paid by a student or a student's parents cover only a portion of the total cost of a student's education. In private institutions the remainder comes from endowment income and gifts from various sources, such as alumni, businesses, foundations, and churches. ❖ Gettysburg College recognizes the primary responsibility of the student and his or her parents to provide as much as possible toward the total cost of the student's college education. Since an education is an investment which should yield lifelong dividends, a student should be prepared to contribute to it from his or her own earnings, both before entering and while in college.

Gettysburg College has a program of financial aid for worthy and promising students who are unable to finance their education from personal and/or family resources. Access to such aid is considered a privilege, not a right. The qualifications for assistance, in addition to need, are academic ability, academic achievement, and promise of contribution as a student and citizen. The amount of aid in any particular case is based upon the financial need of the student.

The College participates in the College Scholarship Service (CSS) and requires all applicants to file the Financial Aid PROFILE and the Free Application for Federal Student Aid (FAFSA) to receive full consideration for financial aid. Each form should be sent to the appropriate, separate mailing address in the preaddressed envelope that is provided with the form.

The College also requires that *enrolled* students submit notarized copies of the parents' and student's most recent U.S. Individual Income Tax Returns (Form 1040) directly to the Office of Financial Aid to verify income data. Applicants for admission must submit tax forms when the \$200 admissions deposit is paid, or by May 1.

A prospective student seeking financial aid should mail the completed PROFILE and FAFSA as soon as possible after January 1 and before February 15. Both forms should be completed in their entirety (including Gettysburg College in the colleges to receive results) and forwarded in the envelopes provided. There is *no fee* for the Free Federal Application (which determines eligibility for Pell Grant and other federal programs of student financial assistance), but there is a processing fee for the PROFILE.

A student already enrolled who has previously had some form of aid should secure a renewal application from the Office of Financial Aid and should request his or her parents to help complete these forms. The renewal application packet should be completed, with the FAFSA

and PROFILE being forwarded by April 15 and the other forms being forwarded to the Office of Financial Aid by May 1.

The Gettysburg College federal code number for the FAFSA is 003268 and the PROFILE code number is 2275.

Financial aid is awarded in the form of grants, loans, work-study, or a combination of these. All financial aid awards are made for one year only. The director of financial aid will consider a request for renewal and will act on the basis of the applicant's record as a student and campus citizen, as well as his or her continuing financial need.

Satisfactory Progress Guidelines for Renewal of Financial Aid

A student is expected to maintain an academic record that will enable him or her to complete the requirements for graduation in the normal eight semesters. Any student who falls below the 2.00 minimum accumulative average needed for graduation will be warned, placed on academic probation, placed on dismissal alert, or dismissed. Additionally, it is expected that each student will continue to make normal or satisfactory progress toward the completion of degree requirements. The student who falls below the following minimum standard is considered to not be making satisfactory progress and is normally advised or required to withdraw:

For first-year students: 1.50 GPA and 6 courses completed

For sophomores: 1.80 GPA and 15 courses completed

For juniors: 1.90 GPA and 25 courses completed.

In addition to these minimum standards, a student on probation must show significant improvement during the following semester in order to remain at the College. Normally, a student may not remain at the College with three consecutive semester averages below 2.00.

The Academic Standing Committee interprets and applies these standards on a case-by-case basis at the end of each semester. Following the decision of that committee, the Office of Financial Aid may be required to review the student's progress as it relates to the renewal of financial assistance for subsequent terms.

Students who are not maintaining satisfactory academic progress will be required to resume normal progress before additional financial aid can be awarded. That may require completion of coursework without the benefit of financial aid. Any appeals regarding satisfactory progress must be filed through the Academic Standing Committee.

The recipients of Federal Stafford Loans and other programs of financial assistance through federally subsidized Title IV Programs are also subject to minimum progress standards. In addition, students who are recipients of grant funds from their home states are typically required to successfully complete a minimum of 24 credits per year to maintain continued eligibility for those grants. Conditions of those grants are included in the notice to the student.

The Presidential Scholars Program

Gettysburg College believes that intelligent, highly-motivated and high-achieving secondary school students should be recognized for their accomplishments. With this in mind, the Presidential Scholars Program was established to reward prospective students for academic excellence.

The Presidential Scholars selection process is a competitive one: benchmark qualifications include SAT scores that fall within the top ten percentile nationally and a class rank within the top ten percent of the high school graduating class. All selections are made (without any special application on the part of those students selected) as the Admissions Staff reads the application forms of all applicants for an incoming first-year class.

Students selected for the Presidential Scholarship will be awarded an amount that is not based upon financial need. Eligible applicants applying for need-based financial aid as listed below could receive additional financial aid without jeopardizing the Presidential Scholarship amount.

Need-Based Financial Aid

Applications from all students who apply for financial aid and demonstrate financial need

will *automatically* be reviewed to determine eligibility for the following forms of assistance available from Gettysburg College.

Gettysburg College Grant: Awarded to students who, in addition to financial need, show evidence of good academic ability and academic achievement. These grants are renewable as long as the recipient continues to demonstrate need, and maintains a sound academic record. Normally, such grants are combined with loans and/or student employment in order to meet the student's financial need.

In cases of students who demonstrate exceptional talent, skills, and abilities, need may be satisfied entirely with grant funds.

Federal Supplemental Educational Opportunity Grant: A grant program funded by the Federal Government and administered by the College. The program is designed to assist students from low-income families.

Gettysburg College Loan: A loan program made available by Gettysburg College.

Federal Perkins Loan: A loan program funded by the Federal Government and administered by the College.

Federal Work-Study Program: Employment program funded by the Federal Government and the College.

Grants need not be repaid, but the College hopes that recipients will recognize that they have incurred an obligation and will therefore subsequently contribute as they can to help insure that the benefits which they enjoyed will be available to others.

Approximately fifty percent of Gettysburg College students receive financial assistance in some form from the College. About sixty percent of the Gettysburg College student body receives aid from the College or other sources.

Rules governing all types of financial aid are stated in the Financial Aid Agreement that is enclosed with the Notification of Financial Aid.

State and Federal Guidelines

To be eligible for federal and state programs of financial assistance, a full-time student must meet minimum academic requirements for the academic year. The Gettysburg College academic year is 30 weeks in length of instructional time. In addition to being enrolled for all of those

weeks, a student must complete at least 24 credits (seven courses) during the enrollment period to maintain continued eligibility for financial assistance.

Some recipients of federal financial assistance through Title IV programs (Perkins Loan, Stafford Loan, Federal Work-Study, and SEOG) may be subject to verification of the income and family information data provided on the FAFSA. Those selected for verification will be asked to follow some prescribed procedures, and additional instructions will be provided by the Office of Financial Aid for those asked to comply.

State and Federal Grant Programs

Students must apply for the following grants and loans through the Free Application for Federal Student Aid (FAFSA). Further information may be acquired from the secondary school guidance office.

Federal Pell Grant: A federal grant program to enable students to attend colleges and universities; and is available to students with the highest levels of need.

Pennsylvania Higher Education Grant: An award given to students who are residents of Pennsylvania, selected on the basis of financial need.

Other states also have scholarships and/or grant programs. The states that have most recently made grant awards to students attending Gettysburg College are Connecticut, Delaware, Maine, Maryland, Massachusetts, Ohio, Rhode Island, Vermont, West Virginia, and the District of Columbia.

State and Federal Loan Programs

Federal Stafford Loan: Allows a student to borrow directly from a bank, savings and loan association or other participating lender. First-year students may borrow \$2,625; that increases to \$3,500 during the second year, and third- and fourth-year students are eligible to borrow up to \$5,500; maximum total borrowing for all undergraduate study is \$23,000. The rate of interest for these loans is set at the bank equivalent rate for 91-day Treasury bills plus 3.10%. New rates will be announced each July 1 for the entire year, and rates of interest cannot exceed 8.25%. The rate of interest until July 1, 2001 is 7.59%.

Federal Parent Loan for Undergraduate Study:

Parents of dependent undergraduate students may borrow through the PLUS Loan Program to help finance educational costs. Maximum loan per year is limited to the cost of education minus other aid that the student has received. Repayment begins within 60 days of loan funds being advanced and the maximum repayment period is 10 years. Interest rates will be set on July 1 on the basis of Treasury bills plus 3.10%, but not to exceed 9%. Applications for the PLUS Loan are made through any participating bank or other lending agency. The interest rate until July 1, of 2001 is 8.99%. PLUS Loans are disbursed on a co-payable basis to the borrower and the College.

Other student/parent loan plans for education are also available. One such option is EXCEL through Nellie Mae and the Education Resources Institute. EXCEL offers loans of up to \$20,000 per year, with a maximum twenty-year repayment period.

A similar plan is offered through TERI Loans. Both programs are based in Massachusetts, but are national in scope. More information is available through the Office of Financial Aid.

Financial Aid for Off-Campus Study

Financial aid is available for programs of off-campus study (both domestic and study abroad) which are approved by the Academic Standing Committee. College Grant and Loan funds will normally be awarded for a maximum of two semesters of off-campus study through College-affiliated programs only.

International students may have College-funded financial aid applied to off-campus study programs on a case-by-case basis. Written application must be made to the President, explaining the program's relevance to the individual's academic program as a whole.

Financial Aid for Off-Campus Study

For all Dual-Degree programs, once Gettysburg students apply for and are accepted to an affiliated university, they become students of that university. Students who qualify for financial aid at Gettysburg College are not guaranteed a similar financial aid package at our affiliated universities. Financial aid at the affiliated university must be applied for directly through that university. All other services will also be provided by that university.

Gettsburg College offers a wide variety of services to assist students inside and outside the classroom. Faculty, deans, and staff members are readily available to talk with individuals or groups. Their goal is to help students make the best use of the College's resources and opportunities.

RESIDENCE LIFE

Residence Life at Gettsburg College is a major influence on the total development of the student. The residential environment (persons, policies, and facilities) promotes the formation of a community and encourages a style of life that is conducive to the development of respect for both the individual and the society in which one lives. During a student's experience at Gettsburg College, decisions are made concerning personal values, occupational choices, one's identity, personal responsibility, and a philosophy of life. The residential program provides opportunities for examining these areas of development.

Recognizing the influence of the environment on development, Gettsburg College requires all students (unless married or residing with their families) to live on campus. Exemptions from this requirement are granted only by the director of Residence Life.

Area coordinators of Residence Life are professional, live-in staff members who directly select and supervise the student staff of residence coordinators and resident assistants. Student staff members participate in an ongoing training program, which enables them to help other students adjust to the college environment. The residence hall staff provide a variety of educational and social programs that enhance the educational and social development of all residence hall students. Residence hall governments exist to provide residents with the opportunity to work with members of the administration in shaping policies that apply to all College residences and establish an environment that supports student needs.

Gettsburg College offers a variety of options in living environments. Upperclass students may choose to live in one of twelve residence halls, varying in occupancy from 35 students to 219 students. There are coeducational and a small number of single sex options.

Another living opportunity exists in the area of Theme Housing. This option is for students who wish to live together in a group of 4 to 20 residents and work on a project of mutual interest throughout the academic year.

Also included as an optional living environment is the opportunity for sophomore, junior, and senior men to live in a fraternity house on or near the campus.

Student cumulative grade point averages are considered as part of the upperclass lottery system utilized to obtain housing during the spring semester for the following academic year.

Most of the student rooms are double occupancy; however, a few single rooms are available and some rooms are large enough for three or four people. *(There is some cost difference between regular and apartment-style housing.)* Each student is provided with a bed and mattress, a dresser, and a desk and chair. Students provide their own pillows, bedding, spreads, study lamps, and window curtains. Card-operated washers and dryers are available on the campus for student use. Each student room in residence halls is equipped with network access, a telephone, and cable TV service. Microfridge combination microwave refrigerators are available for rent from Campus Vending Services. Because of its particular energy efficiency, this is the only microwave or refrigerator permitted in the regular residence halls.

INTERCULTURAL ADVANCEMENT

The Office of Intercultural Advancement, located in the Intercultural Resource Center, is committed to supporting and promoting the value of a diverse and culturally enlightened community based on mutual respect and understanding. The staff is dedicated to raising awareness and committed to celebrating cultural pluralism and diversity.

The Office provides a warm affirming atmosphere for people of diverse cultural backgrounds. We particularly focus on the needs and concerns of students of color (African American, Latino, Asian American, and American Indian). The staff provides academic and personal enrichment services for students by offering educational and cultural programs, activities, workshops, and events that inspire and inform students. In addition, the Office sponsors

and cosponsors programs, lectures, and events on campus and beyond, which enrich our understanding and appreciation of cultures and peoples.

Located in the Center are a library/conference room, study area, lounge, and small computer lab. In the Center, we celebrate and value the rich mosaic of different cultures, which continue to contribute to the advancement of world civilization. All are welcome to share in this supportive, intercultural environment.

DINING ACCOMMODATIONS

The Gettysburg College Dining Service offers a variety of dining options for every student. Students can select from five plans: 20 meals per week, any 14 meals per week, any 10 meals per week, or any 7 meals per week. The College also offers a declining-point plan for those wanting flexibility in meals. All first-year students are required to enroll in the 20-meal plan for their first semester. Transfer students may enroll in any of the five meal plans. All students living on campus in nonapartment-style residence halls are required to enroll in at least the minimum dining plan each semester (any 7 meals per week). Cooking is not allowed in the residence hall rooms, so students are urged to select a plan that enables them to eat the majority of their meals in the dining hall. Dining hall hours of service are as follows: Breakfast, 7:15 AM–10:15 AM; Continental Breakfast, 10:15 AM–11:00 AM; Lunch, 11:15 AM–2:00 PM; Dinner, 4:30 PM–7:15 PM. Cafe 101 (the College snack bar) offers a cash equivalency program daily from 7:30 AM to 9:00 PM for students who prefer that alternative. (Hours subject to change.) Initiated members of fraternities living in nonapartment-style College residence halls must enroll in at least the minimum dining plan. Off-campus students can also purchase a meal plan to accommodate their schedule.

HEALTH CENTER

The Gettysburg College Health Center is dedicated to the delivery of personalized primary health care. The health center contains both health and counseling services in order to maintain both physical and emotional well-being.

The health center maintains a strict policy of confidentiality. Only with the patient's consent can any health record or health-related

information be shared outside of the health center. The contents of the health/counseling record are not incorporated into the official college record.

Gettysburg College has an HIV/AIDS policy, the purpose of which is to support the confidential needs of individuals with HIV/AIDS, as well as maintain the safety of the campus community.

Health Services

The student health services component of the health center offers a variety of illness, wellness, and health educational services for students. The professional staff includes nurse practitioners, family physicians, registered nurses, medical assistants, and an administrative assistant. All of these individuals specialize in college health-related issues.

A limited number of in-house laboratory evaluations can be performed during a health visit. The cost of the visit to the health services for evaluation and some lab work is covered by the health service fee. Any additional lab work, immunizations, x-rays, medications, ER visits, or physician referrals are the financial responsibility of the student. All students are required to have health insurance coverage. *(Further information regarding insurance may be obtained from the Office of Human Resources.)*

Health history and physical examination forms are required for each new student prior to registration. All students must have the following immunizations: 1) tetanus immunization within 10 years; 2) tuberculin skin test within one year; 3) measles, mumps, and rubella (MMR) at 15 months and second booster after age 5 years or documented immune titre. Hepatitis B immunization is recommended.

All patients are seen in the health service by appointment only. Walk-in services are for minor emergencies. For after-hours health care emergencies, students may go directly to the Gettysburg Hospital Emergency Department, located one mile from campus.

Counseling Services

The Counseling Service's professional staff works with individual students in a confidential relationship, exploring personal issues and possible resolutions. Some areas of concern that

students talk to counselors about are: feelings of anxiety and/or depression, relationships issues, drug and alcohol related issues, self-esteem issues, problems with family, friends, or roommates, goals and plans, values, performance pressures, sexuality concerns, difficulties at home, and how to reach their full potential. While much of counseling involves specific problem solving experiences, the focus is often simply helping a student to better understand himself or herself.

The College, through counseling services, provides the campus community with a program of alcohol and drug education that includes prevention programming, help for problem users, various support groups, and awareness presentations. Campus health education is also provided by student peer educators through CHEERS (Communicating for a Healthy Environment by Educating Responsible Students). The drug education coordinator is available to the campus community to develop and maintain appropriate educational programs and to counsel with individuals.

Counseling services also offers a number of topic-oriented group experiences, which are designed to help students with adjustment issues and to assist them when they move beyond Gettysburg College.

Counseling Service activities are free, confidential, and available to all Gettysburg College students. It is the desire of counseling staff members that their services complement the College academic program.

CAREER PLANNING AND ADVISING

The Office of Career Planning and Advising at Gettysburg College helps students and alumni make informed career decisions and assists them with turning those decisions into actions.

Students are encouraged to take advantage of Career Planning and Advising's resources and services throughout their time at Gettysburg College. First-year students and sophomores may seek assistance in considering and selecting majors or learning about summer employment opportunities. Self-assessment exercises and activities are available and can be discussed with

the career counselors on staff. Sophomores and juniors who are considering career options or career-enhancing extracurricular activities can learn more by speaking with the career counselors and utilizing the extensive career exploration library and computer resources. Juniors and seniors often utilize the Center when considering graduate school options. Up-to-date resources on graduate school opportunities, testing requirements, and application procedures can be found in Career Planning & Advising. Juniors and seniors also seek assistance from Career Planning and Advising when they are making decisions about career direction and developing job search plans. Career counselors are available to assist students with writing resumes and cover letters, preparing for job interviews, developing networking skills, connecting with alumni, targeting companies for employment, evaluating job offers, and other aspects of the career planning and job search process. Alumni are also able to access services at any stage of their careers, whether they are new graduates seeking their first positions, or seasoned professionals planning a career change.

Special programs and services of Career Planning and Advising include job and graduate school fairs, workshops, an extensive on-campus recruiting program, an active off-campus resume referral network, special interest sessions on career choices and topics, transition issues, graduate school choices, and more. Specially trained student career-outreach assistants offer programs and outreach efforts to clubs, organizations, residence hall groups, and others.

Career Planning and Advising also maintains an excellent web site with information and links to a variety of career-related issues for all users at any stage in their career planning.

An important element of the education at Gettysburg College is the opportunity to exchange ideas and share interests outside the classroom. When students live together in a residential setting, these opportunities are greatly enhanced, not only by daily contacts in living quarters and the dining center, but also by ready access to campus activities. After becoming accustomed to the rigorous demands of their academic schedules, most students decide to become involved in other aspects of campus life. With entertainment, cultural events, and a constant calendar of student activities available on campus, students can soon choose to fill their time to whatever extent they wish.

The Office of the Dean of the College, an administrative division within the College, has as its central purpose the provision of an environment, programs, and services that enhance the students' education. The diverse interests and needs of Gettysburg College students are reflected in the wide-ranging and continuously evolving selection of activities.

STUDENT CONDUCT

Gettysburg College seeks to establish and maintain an environment that provides for the development of the young adult as a whole person with an emphasis on inquiry, integrity, and mutual respect.

The College expects its students to conduct themselves in all places and at all times in such a manner as to show respect for order, morality, personal honor, and the rights of others as demanded of good citizens. The Gettysburg College community fosters respect for the rights and dignity of all residents, including members of both majority and minority groups. Membership in the Gettysburg College community is a privilege that may be rescinded with cause.

Believing that it is sensible and proper for all students to be fully aware of their obligations and opportunities as Gettysburg College students, the College publishes a statement entitled "The Student Judicial System." This document is the result of discussions and conclusions reached by the student-faculty-administrative committee. It deals with such questions as the academic, citizenship, and governance rights and responsibilities of students. It is published annually in both the electronic and printed versions of the *Student Handbook*.

Before a student decides to apply for entrance into Gettysburg College, he or she should be aware of the rules governing student conduct. A complete copy of the rules and regulations may be obtained by writing to the Dean of the College.

THE HONOR CODE

An academic honor system was instituted at Gettysburg College in 1957 and was strongly reaffirmed in 1976 and 1992. It is based upon the belief that undergraduates are mature enough to act honorably in academic matters without faculty surveillance and that they should be encouraged to conduct themselves accordingly. At the same time the College clearly recognizes the obligation placed upon each student to assist in maintaining the atmosphere required for an honor system to succeed.

The Honor Pledge, reaffirmed on all academic work submitted, states that the student has neither given nor received unauthorized aid and that he or she has witnessed no such violation. The preservation of the atmosphere of trust and freedom promoted by the Honor Code is the responsibility of the community as a whole. Students must comply with the Honor Code both in presenting their own work and in reporting violations by others. Faculty will not evaluate students' academic work unless they have signed the Pledge. Students who would sign the Pledge with reservation should not apply for admission.

Alleged violations of the Honor Code are handled by an Honor Commission elected by the students.

FIRST-YEAR RESIDENTIAL COLLEGE

The Residential College Program offers students the opportunity to learn and work with other first-year students, faculty, peer tutors, and upperclass student teaching associates on common educational interests and goals, and deliberately fosters connections that support first-year transition and learning. Academic courses are coordinated with housing in the first-year residence halls. The program provides a singular opportunity for students with similar interests to experience an especially powerful first-year educational program.

Small course sections provide an opportunity for conversation and discussion, centered on course themes, for the development of ideas and for lively debate on issues raised, both in and outside the classroom. First-Year Seminars are designed to employ and develop a variety of learning skills. Although some are interdisciplinary, most are likely to provide a window on the approaches and methods of a particular discipline. English Composition courses, for example, develop the students' abilities to express themselves in clear, accurate, and thoughtful English prose.

Extending the classroom into residence halls provides a natural channel for combining formal teaching, informal learning, and personal support, and promotes an atmosphere of mutual concern and active exchange of views. Seminar rooms are available in residential halls for seminar and study group meetings. This residential arrangement complements the academic curriculum and promotes an exciting living and learning environment.

Special programming opportunities may include field trips, film series, guests from within and outside the college community, special meals, coffee breaks, library/electronic media workshops, academic advising/career planning tips, and community service projects. Some courses may choose to combine for joint meetings or special events. The Residence Life staff of each hall will provide opportunities for student residents to initiate and develop other social and cocurricular programs.

DEAN OF FIRST-YEAR STUDENTS

Gettysburg College has a number of programs to help students have a successful first year. Among these are special preorientation programs held prior to the formal orientation program, an orientation program before the

beginning of the first year, the First-Year Seminar, and the Residential College Program. The dean of first-year students works with these various programs and offers general academic advice and other assistance to first-year students. The dean monitors the academic performance of first-year students to determine when special assistance is desirable. In determining when and how special assistance is provided, the dean works closely with the faculty advisers of first-year students and other members of the College Life Division. The dean's office is located on the second floor of the College Union.

COLLEGE UNION

The College Union is the community center of the college, serving students, faculty, staff, alumni, and guests. Through a myriad of services and activities, the Office of Student Activities supports many opportunities for students to become involved in planning and participating in student-initiated campus activities and campus traditions, as well as assisting students with the development of interpersonal and leadership skills. They provide support to students and the general campus community in offering a well-balanced program of cultural, educational, recreational, and social activities. The College Union Information center is among the many services provided by the professional and student staff.

The Plank center is an informal gathering place for students to meet with their student organizations. A games room with billiards and table tennis is located here.

The Plank Center is also home to the Plank Fitness Room. Many pieces of cardiovascular and selectorized weight equipment are available to the Gettysburg College community. A full array of free weight dumbbells also complements this area.

Hours of Operation

COLLEGE UNION

Monday–Friday

8:00 a.m.–midnight

Saturday

9:00 a.m.–midnight

Sunday

noon–midnight

TUE JUNCTION

Monday–Thursday

8:00 a.m.–midnight

Friday

8:00 a.m.–2:00 a.m.

Saturday

9:00 a.m.–2:00 a.m.

Sunday

noon–midnight

PLANK FITNESS ROOM

Monday–Friday

7:00 a.m.–11:00 p.m.

Saturday

noon–8:00 p.m.

Sunday

noon–11:00 p.m.

STUDENT GOVERNMENT

Students participate in College governance by serving on various College, class, and faculty committees; as well as in the Student Senate, residence hall associations, and Greek organizations.

Student Senate

The Gettysburg College Student Senate works in cooperation with the trustees, administration, and faculty to bring to the campus community a well organized, democratic form of student government. It represents the student view in formulating policies, while working to promote cooperation among all constituencies of the College.

The Student Senate is composed of four executive officers, twenty class senators, residence hall senators, and many dedicated committee members. The standing committees of the Senate are Academic Policy, Budget Management, Public Relations, Student Concerns, Spirit, Safety and Security, and College Life Advisory. Students can also serve on various faculty and trustee committees.

Student Life Council

The Student Life Council is an organization composed of members of the student body, faculty, and College administration. This Council has responsibility for studying matters and developing policies pertaining to student life and student conduct. Business may be brought to the Council or legislation proposed by any member of the College community. Major issues are debated in Student Senate and in faculty meetings before resolution by the Council. The Council makes recommendations to the President,

who accepts, rejects, or refers them to the Board of Trustees prior to implementation.

Inter-Residence Association

Since life outside the classroom is a vital part of a student's education, the Inter-Residence Association has been established to address related issues and concerns of Gettysburg College students. The Inter-Residence Association encourages leadership development, greater student involvement, recognition of student leaders, and growth through change in order to optimize the college environment.

The Honor Commission

The Honor Commission is a student organization authorized by the constitution of the Honor Code. The Commission is composed of sixteen students, aided by case investigators, eight faculty advisers, and four advisers from the College administration. Its function is to promote and enforce the Honor Code at Gettysburg College, to secure the cooperation of students and faculty to these ends, and to adjudicate allegations of Honor Code violations.

Interfraternity Council

The Interfraternity Council (IFC) is responsible for governing fraternities at Gettysburg College. It is composed of an executive board, the president, and a representative from each social fraternity. The Council formulates and administers general regulatory policies by which fraternities must abide.

Panhellenic Council

Important responsibility for governing the sorority system at Gettysburg College is assumed by the Panhellenic Council, to which each sorority elects a delegate. This Council establishes and enforces the Panhellenic "rush" regulations and functions as a policy-making body in matters involving sororities and intersorority relations.

Student Activities and Organizations

The Plank Center serves as the primary location for the offices of many student organizations have offices—i.e., Student Senate, Student Activities Council, Black Student Union, Panhellenic and Interfraternity Council, GECCO, Hillel, Circle K, International Club, *Gettysburgian*, *Spectrum*, and WZBT Radio). The games area, student lounges, and meeting spaces are also available.

PROGRAMS AND ACTIVITIES

The Office of Student Activities supports many opportunities for students to become involved in planning and participating in student-initiated campus activities and campus traditions, as well as assisting students with the development of interpersonal and leadership skills. They provide support to students and the general campus community in offering a well-balanced program of cultural, educational, recreational, and social activities.

Programs

The Alliance is a collaboration of various independent, student, social programming organizations that unite with a purpose to provide exceptional social programming for Gettysburg College. It promotes an active student voice around social life issues and works in partnership with Student Senate and the Office of Student Activities to help enhance the social life of students. Some of the current independent groups that make up the Alliance are Concerts, Coffeehouse, Traditions, LIVE Bands and Dance Parties, Special Events, Greeks, and the classes.

The Common Hour Program: A regularly scheduled time during the academic year when the campus community can come together for information, discussion, and reflection on issues of community importance.

Challenge Course: The Challenge Course—a unique structure of cables, pulleys, and ropes—is used to assist groups with development and cohesion. Course workshops enable groups to gain insight on leadership, followership, communication and trust.

GRAB: The Gettysburg Recreational Adventure Board (GRAB) offers outdoor-based activities to all members of the College community to participate in hiking, backpacking, rock climbing, caving, biking, skiing, and whitewater adventures. For the novice, as well as the experienced participant.

Leadership Development: Each year, three leadership programs, Project Lead, BASE (Building an Active Student Environment), and the Sophomore Leadership Series, provide opportunities for student leaders to discuss common issues and to help prepare them to develop a more active role on campus.

Student Organizations

There are approximately 100 student organizations on campus. They provide opportunities for students to pursue their special interests in campus clubs, special-interest organizations, Greek-affiliations, club sports, honorary societies, and professional or departmental affiliated associations. Many of the student organizations are recognized and funded by Student Senate, the student governing board. The Office of Student Activities/College Union registers all student organizations, maintains an updated list of student organizations, and provides general support to them.

Lectures

Robert Fortenbaugh Memorial Lectures: An endowment provided by Clyde E. (Class of 1913) and Sara A. Gerberich supports a series of lectures and other programs in the Department of History.

Musselman Visiting Scientist: A fund provided by the Musselman Foundation in honor of Dr. John B. Zinn, former chair of the chemistry department, supports an annual three-day visit by a renowned scientist to the chemistry department.

Stuckenberg Lecture: A bequest from Mary G. Stuckenberg in memory of her husband, the Rev. J. H. W. Stuckenberg, enables the College to sponsor a lecture in the area of social ethics.

Bell Lecture: A fund from the estate of the Rev. Peter G. Bell (Class of 1860) established a lectureship on the claims of the gospel ministry on college men. The fund strives "to keep before the students of the College the demand for men of the Christian ministry and the condition of the age qualifying that demand."

Norman E. Richardson Memorial Lectureship Fund: A fund established to commemorate the outstanding contributions made to the College by Norman E. Richardson, professor of philosophy, from 1945 to 1979, supports each year an event that stimulates reflection on interdisciplinary studies, world civilization, the philosophy of religion, values, and culture.

Henry M. Scharf Lecture on Current Affairs: A fund provided by Dr. F. William Sunderman (Class of 1919) in memory of Henry M. Scharf, alumnus and member of the College's Board of Trustees from 1969 to 1975, is used to bring a recognized

authority or scholar to the campus each year to speak on a subject of timely interest.

Performing Arts

Performing Arts Committee: Each year recognized professional groups and individuals present to the campus performances of dance and drama, as well as vocal and instrumental music.

The Gettysburg College Choir: Appears at special services and concerts on campus. Each year it makes a concert tour, presenting concerts in churches and schools. Choir members are selected on the basis of ability, interest, and choral balance.

Chapel Choir: Performs during the year at chapel services, special services, and concerts. Members are selected on the basis of ability and willingness to meet the rehearsal and service requirements.

Bands: The "Bullet" Marching Band begins its season with a band camp in preparation for performances at football games, festivals, and parades. At the conclusion of the marching band season, the College Symphonic Band begins its rehearsals. In addition to home concerts, there is an annual tour through Pennsylvania and neighboring states.

Small Ensembles: A vital segment of the overall instrumental program. Clarinet choir, brass ensemble, jazz ensemble and others are open for membership to band members.

Gettysburg College/Community Chamber Orchestra: Performs concerts throughout the academic year. Membership is open to all students who have the necessary proficiency. Auditions are held at the beginning of each school year.

Sunderman Chamber Music Concerts: The Sunderman Chamber Music Foundation, established by Dr. F. William Sunderman (Class of 1919) to "stimulate and further the interest of chamber music at Gettysburg College," each year sponsors important campus performances by distinguished and internationally recognized chamber music groups.

Owl & Nightingale Players: Each year this distinguished group of performers stage three major productions under the leadership of the College's theatre faculty. The program is a varied, and all productions are offered in the handsome 245-seat Kline Theatre, which features a thrust stage.

Laboratory Theatre: Lab Theatre produces a dozen one-act plays each year, many of which

are new and some of which are the work of campus playwrights.

Otherstage: Troupe performs short plays on campus and in the community. Their work encompasses lunchtime theatre, street theatre, and children's theatre.

Artist-in-Residence: During the year, the College invites professional performing artists to the campus for one-month residencies.

CAMPUS MEDIA

Every community needs to keep its members in contact with each other and with the rest of the world. On the Gettysburg College campus, student communication media not only inform the members of the community, but also afford students an opportunity to express their ideas effectively and to learn the practical necessities of producing newspapers, radio broadcasts, magazines, and yearbooks.

The Gettysburgian: The College newspaper is staffed completely by students who are responsible for editing, feature writing, news writing, layout, personnel management, subscription management, and circulation.

The Mercury: Poems, short stories, and illustrations published in *The Mercury* are contributed by students.

The Spectrum: A pictorial essay of life on campus is featured in the College yearbook. Staffed by students, the yearbook offers the opportunity for creativity in design, layout, photography, and writing.

WZBT: The College radio station (91.1 megacycles) has been the voice of the campus for many years. WZBT operates as a noncommercial, educational FM radio station over the public airwaves and under FCC regulations. The station is student staffed and broadcasts a variety of programs from its fully-equipped studio.

GREEK ORGANIZATIONS

Greek organizations have a long and rich tradition at Gettysburg College. The first national organization was formed for men on campus in 1852. National sororities were first formed on campus in 1937. Currently, there are ten social fraternities and four social sororities.

The fraternities, which have individual chapter houses owned by alumni corporations on or near campus, offer an alternative living option to their members. The sororities do not have houses, but each has a chapter room in the Lee House Complex, which serves as a meeting and socializing place for the group.

In addition to providing a social outlet for their members, Gettysburg College's fraternities and sororities serve the campus and community with philanthropic activities. The goals of the Greek system are to instill in its individual members the qualities of good citizenship, scholarship, service, and respect for oneself and others.

In order to join a social Greek organization at Gettysburg College, a student must earn a minimum of 5 credits at the College (excludes transfer and advance placement credits). Men must earn a minimum 2.0 Grade Point Average. By vote of the Panhellenic Council women must earn a minimum 2.2 GPA. Effective with the fall semester 2003, the minimum required GPA for men will rise to 2.1, and increase to a 2.2 GPA minimum in fall 2004. Some individual Greek Organizations have higher minimum grade requirements. In addition a student may not be on Conduct Probation at the time of Formal Rush.

RELIGIOUS SPIRITUAL LIFE

We protect time and space for worship at Gettysburg College so that this community may integrate the deep resources of faith, wisdom, and reason with the ever-expanding knowledge gained in the classroom, laboratory, and life. Our mission is to assist this community of learning in exercising and contemplating life with God.

Every Sunday morning (while classes are in session) we celebrate Holy Communion. As an institution of the Evangelical Lutheran Church in America (ELCA), we practice Eucharistic hospitality. Ecumenically, ELCA Lutherans have inter-communion agreements with the Presbyterians, United Church of Christ, Disciples of Christ, Church of the Brethren, Moravians, Methodists, Episcopal, and Anglican communions. All baptized Christians are welcome to receive Holy Communion at the 11:00 a.m. Sunday morning worship.

As a college affiliated with the ELCA, we cherish faith and freedom of enquiry. We welcome students of all beliefs and provide them opportunities to explore religious and spiritual

issues as part of their formation in faith. We do this with a spirit of openness, reason, and tolerance, while at the same time remaining faithful to the lived confessional practices, worship, and mission of the Lutheran confessions.

Highlighted each spring is the celebration of Religious Emphasis Week. During this week we strive to involve the entire college community in dialogue aimed at knowledge of their own faith traditions and practice, as well as increased understanding, respect, and tolerance of other major world religions. A key component of this week has been an Interfaith Dialogue led by informed representatives of the world's major religions.

Students exercise leadership in the campus community through the Interfaith Council. Comprised of at least one representative from each registered student religious group, this Council promotes religious freedom for all by advocating religious tolerance, understanding and respect. The Council assists in planning and programming Religious Emphasis Week and assists the Chaplain in monitoring and nurturing religious and spiritual life on campus.

In addition to the Chaplain of the College, an ordained (ELCA) Evangelical Lutheran Church in America pastor, ministry is provided to the college through a Roman Catholic priest and a Catholic laywoman Campus Minister. Quaker services are held every Sunday morning in Gladfelter Lodge. Hillel schedules Shabbat meals and Holy Day remembrances and is available to advise and counsel Jewish students.

Students exercise leadership in the campus community through the Interfaith Council. Comprised of at least one representative from each registered student religious group, this Council promotes religious freedom for all by advocating religious tolerance, understanding, and respect. The Council assists in planning and programming Religious Emphasis Week and assists the Chaplain in monitoring and nurturing religious and spiritual life on campus.

CENTER FOR PUBLIC SERVICE

The Center for Public Service promotes, organizes, and supports public and community service by members of the Gettysburg College community and seeks to develop in students the knowledge, skills, and commitment for a lifetime of engagement with social issues. Fifteen student coordinators administer the program.

More than 1,000 members of the Gettysburg College community participate in some form of community action sponsored by the Center. The Center maintains relations with more than 35 local agencies.

Each year the Center also organizes up to 15 service learning immersion projects during winter and spring breaks. Recent trips have included two Native American sites, one with AIDS populations, one with the homeless, one with the African American community in the South, and one each in Jamaica, Mexico, Russia, and Nicaragua.

ATHLETICS

The College has an extensive program of intercollegiate and intramural athletics for men and women. It is possible for all students to participate in some supervised sport; for those with particular athletic skills and interests, a full array of varsity teams are available. Gettysburg College maintains membership in the National Collegiate Athletic Association, the Eastern Collegiate Athletic Conference, and the Centennial Conference, which includes Bryn Mawr College, Dickinson College, Franklin & Marshall College, Haverford College, Johns Hopkins University, Muhlenberg College, Swarthmore College, Ursinus College, Washington College, and Western Maryland College.

Gettysburg College teams consistently win athletic contests at the conference, regional, and national levels. In 1998, the College finished 25th nationally in the Sears Cup standings and won the Centennial Conference all-sports trophy for the fifth year in a row.

The intercollegiate program includes teams for men, teams for women, and one athletic team for which men and women are eligible. Gettysburg also has a varsity cheerleading squad, in which both men and women are eligible to participate. The various teams are:

	Men	Women	Coed
Fall	Cross Country Football Soccer Golf	Cross Country Field Hockey Soccer Volleyball Golf	Cheerleading
Winter	Basketball Swimming Wrestling Indoor Track	Basketball Swimming Indoor Track	Cheerleading
Spring	Baseball Lacrosse Tennis Track and Field Golf	Lacrosse Softball Tennis Track and Field Golf	

CAMPUS RECREATION

The Office of Campus Recreation is dedicated to complementing the academic goals of Gettysburg College by providing a variety of recreational activities for all students, faculty, administrators, and staff. Programs include intramural sports, aerobics/fitness, sports clubs, and informal recreation.

Intramural sports include a wide range of team, individual, and dual sports. Team sports include softball, flag football, basketball, floor hockey, indoor soccer, outdoor soccer, and volleyball. Special events include tennis, table tennis, wrestling, golf, billiards, 4x4 volleyball, 3-on-3 basketball, and ultimate frisbee. Fitness activities are the fastest growing portion of the campus recreation program. Aerobics classes held daily are designed to meet the needs of all students by offering high impact and low impact classes. Tone and stretch classes, aqua aerobics, and step aerobics are also offered.

The sport club program is another growing segment of the campus recreation program. These clubs are designed so that anyone of any skill level may participate. Sport clubs currently active on campus include taekwon do, cuong nhu, men's volleyball, men and women's rugby, and equestrian.

The campus recreation office provides time for informal recreation. Activity areas include a swimming pool, basketball courts, tennis courts, weight room with Nautilus and free weights, a fitness room with stationary bikes, stairclimbers, treadmills, rowers and selecterized weight equipment, and a multipurpose area within the Bream/Wright/Hauser Athletic Complex for a variety of recreational activities.

Set amidst the southern Pennsylvania countryside, the Gettysburg campus is exceptionally beautiful. Many of the 60 buildings enjoy a rich history. Although most buildings have been restored to include advanced technology, their exteriors maintain their architecture charm and historical integrity. ❖ Gettysburg is a "walk-around" campus and while cars are permitted, they are not necessary. You can easily get anywhere on campus or walk into town in minutes.

In the center of Gettysburg College's campus is Musselman Library, housed in an architectural award-winning building constructed in 1981. The library, which contains more than 303,000 volumes, microforms, recordings, audiovisual media, archival materials, and selected government documents, is the hub of research activity on campus. A computerized library catalog is accessible through fully networked public access terminals, offering access to thousands of databases and full-text journal and newspaper articles online. Electronically delivered course reserve readings are available through the College's Curriculum Navigation network. The library is open 24-hours a day and reference librarians are on-hand to assist students with research papers and other assignments. Individual and group study spaces, a theatre, a media production center, an electronic classroom and computer laboratory are all located in the library.

Gettysburg College has exceptional computing power. Every building is fully networked, including each residence hall room. This allows each student access to electronic mail, the Internet, and Gettysburg's sophisticated College Navigation System. Gettysburg's micro-environment includes over 1300 microcomputers and a complex system of Sun workstations and laboratories. Facilities in biology, chemistry, and physics include large departmental laboratories, microcomputer laboratories, student/facility research areas, and extensive departmental libraries. Students and faculty use outstanding instrumentation to enhance instruction and research on a daily basis. As a result, Gettysburg students enjoy "hand-on" use of advanced science equipment that most institutions reserve for graduate students. This includes a Zeiss EM 109 transmission electron microscope (TEM), JOEL TS20 scanning electron microscope (SEM), a Fourier Nuclear Magnetic Resonance Spectrometer, a herbarium, a plasma physics laboratory, an optics laboratory, a planetarium, an observatory, the Child Study Center, and psychology laboratories equipped with observation desks.

Student life facilities include a College Union Building, Student Activities Center, well-maintained and varied residence hall space, including theme houses, a center for public service, a women's center, the Intercultural Resource Center, a health center, the Chapel, Safety and Security office, a Career Planning and Advising office, and an Outdoor Challenge course.

For students with an interest in theatre, Brua Hall features the Kline Theatre, a 250-seat playhouse with a thrust stage and state-of-the-art sound and lighting; and the Stevens Laboratory Theatre, a studio/classroom with TV recording and monitoring equipment.

Schmucker Hall supports the music and art departments with interactive lecture rooms, music practice rooms, the 196-seat Paul Recital Hall, art studios, a metals coating foundry, and the College's art gallery.

An extensive program of intercollegiate and intramural athletics encourages students of all abilities to extend their education to the playing field. Gettysburg views athletics and recreation as important components of a well-rounded undergraduate experience.

The Bream-Wright-Hauser Athletic Complex and the Eddie Plank Student Activities Center house the College's impressive indoor sports facilities. These include four indoor tennis courts, an indoor track, a first-class weight room, a fitness room, state-of-the-art training equipment, and a 3,000-seat basketball, wrestling, and volleyball arena. A six-lane, 25-yard pool is located in the College Union Building. Outdoor facilities include a sand volleyball court, a 6,176-seat stadium for football, lacrosse, and track-and-field; 14 tennis courts; baseball and softball diamonds; and playing fields for soccer, lacrosse, and field hockey. A challenging cross-country course extends over the campus and throughout the adjacent National Park.

ACADEMIC PURPOSES OF GETTYSBURG COLLEGE

The faculty of Gettysburg College has adopted the following statement of the College's academic purposes. ❖ Gettysburg College believes that liberal education liberates the human mind from many of the constraints and limitations of its finiteness. In order to accomplish its liberating function, Gettysburg College believes that it owes its students a coherent curriculum that emphasizes the following elements:

1. Logical, precise thinking and clear use of language, both spoken and written. These inseparable abilities are essential to all the liberal arts. They are not only the practical skills on which liberal education depends but also, in their fullest possible development, the liberating goals toward which liberal education is directed.

2. Broad, diverse subject matter. The curriculum of the liberal arts college should acquaint students with the range and diversity of human customs, pursuits, ideas, values, and longings. This broad range of subject matter must be carefully planned to include emphasis on those landmarks of human achievement which have shaped the intellectual life of the present.

3. Rigorous introduction to the assumptions and methods of a representative variety of the academic disciplines in the sciences, the social sciences, and the humanities. The curriculum must encourage students to recognize that the disciplines are traditions of systematic inquiry, each not only addressing itself to a particular area of subject matter but also embodying an explicit set of assumptions about the world and employing particular methods of investigation. Students should recognize that the disciplines are best seen as sets of carefully constructed questions, continually interacting with each other, rather than as stable bodies of truth. The questions that most preoccupy academic disciplines involve interpretation and evaluation more often than fact. Students should learn that interpretation and evaluation are different from willful and arbitrary opinion while at the same time recognizing that interpretations and evaluations of the same body of facts may differ drastically given different assumptions, methods, and purposes for inquiry. Human thought is not often capable of reaching universal certitude.

This necessary emphasis of the College's curriculum is liberating in that it frees students from narrow provincialism and allows them to experience the joys and benefits of conscious intellectual strength and creativity.

Liberal education should free students from gross and unsophisticated blunders of thought. Once exposed to the diversity of reality and the complexity and arduousness of disciplined modes of inquiry, students will be less likely than before to engage in rash generalization, dogmatic assertion, and intolerant condemnation of the strange, the new, and the foreign. Students will tend to have a sense of human limitations, for no human mind can be a match for the world's immensity. Promoters of universal panaceas will be suspected as the gap between human professions and human performance becomes apparent. Students will tend less than before to enshrine the values and customs of their own day as necessarily the finest fruits of human progress or to lament the failings of their time as the world's most intolerable evils.

But wise skepticism and a sense of human fallibility are not the only liberating effects of the liberal arts. With effort and, in all likelihood, some pain, students master difficult skills and broad areas of knowledge. They acquire, perhaps with unexpected joy, new interests and orientations. In short, they experience change and growth. Perhaps this experience is the most basic way the liberal arts liberate: through providing the experience of change and growth, they prepare students for lives of effective management of new situations and demands.

The liberal arts provide a basis for creative work. Creativity is rarely if ever the work of a mind unfamiliar with past achievements. Instead, creativity is almost always the reformulation of, or conscious addition to, past achievement with which the creative mind is profoundly familiar. By encouraging students to become responsibly and articulately concerned with existing human achievement and existing means for extending and deepening human awareness, Gettysburg College believes that it can best ensure the persistence of creativity.

The intellectual liberation made possible through liberal education, though immensely desirable, does not in itself guarantee the development of humane values and is therefore not the final purpose of a liberal education. If permitted to become an end in itself, it may indeed become destructive. A major responsibility of those committed to liberal education, therefore, is to help students appreciate our common humanity in terms of such positive values as open-mindedness, personal responsibility, mutual respect, empathic understanding, aesthetic sensibility, and playfulness. Through the expanding and diverse intellectual activities offered in liberal education, students may develop greater freedom of choice among attitudes based on a fuller appreciation of our common humanity, and based on clearer recognition of our immersion in a vast, enigmatic enterprise.

CREDIT SYSTEM

The course unit is the basic measure of academic credit. For transfer of credit to other institutions, the College recommends equating one course unit with 3.5 semester hours. Because of the extra contact hours involved, some laboratory science courses earn 1.25 units of credit. These courses, identified with the symbol "LL" (Lecture/Lab) on the course title line, equate to 4.0 semester hours. Half unit courses equate to 2.0 semester hours. The College offers a small number of quarter course units in music and health & exercise sciences. Except for the quarter-unit courses in major music ensembles, these courses may not be accumulated to qualify as course units for graduation. Quarter course units equate to 1.0 semester hour.

Beginning with the fall 2000 semester, to insure that a full load under another credit system equates to a full load at Gettysburg College, the following conversion scheme applies to students presenting more than three transfer course credits for evaluation:

Sem. Hrs.	G'burg Units	Qtr. Hrs.	G'burg Units
4	1.15	6	1.15
3	.85	5	1.00
2	.50	4	.75
		3	.50

REQUIREMENTS FOR THE DEGREE

The College confers three undergraduate degrees: Bachelor of Arts (BA), Bachelor of Science (BS), and Bachelor of Science in Music Education (BSME). *The general graduation requirements are the same for all degree programs:*

- 1) 35 course units in some combination of 1.25, 1.00, or .50-unit courses, or up to four .25-unit credits in music ensemble. The 35 course unit requirement must include a minimum of 32 full-unit courses. For this purpose, transfer courses equivalent to .75 or .85 units count as full-unit courses.
- 2) One half-unit course in Wellness, and one quarter-unit course in Health and Exercise Sciences.

Please note: The half-unit course in Wellness and quarter course credits do not count toward the 35 course unit graduation requirement. (The Wellness course has been discontinued. An equivalent requirement will be in place for the Class of 2005.)

- 3) Minimum accumulative GPA of 2.00 and a GPA of 2.00 in the major field
- 4) Liberal Arts Core Requirements

See the listing at the beginning of the Courses of Study section for the specific courses that fulfill the Liberal Arts Core. Any requirement may be satisfied, with or without course credit, by students who can qualify for exemption. (See Exemption from Degree Requirements.)

The Liberal Arts Core is comprised of courses which the faculty has deemed central to a liberal education. The Core consists of courses in each of four academic divisions—arts, humanities, social sciences, and natural sciences—and courses that enable students to strive for greater proficiency in writing, quantitative reasoning, and foreign language.

The Liberal Arts Core prepares students in two complementary ways. By taking courses in each division, students encounter the perspectives and modes of inquiry and analysis that characterize academic disciplines. Because a liberally educated person should be able to reason and communicate effectively, students must successfully complete courses in writing, quantitative reasoning, and foreign language. Together, the Gettysburg College core courses provide the solid foundation of a liberal education.

Goals of the Liberal Arts Core are met in the following way:

- **The Arts:** One course in the Division of Arts.
- **Humanities:** Three courses in the Division of Humanities.
- **Natural Science:** Two courses in the Division of Natural Sciences.
- **Social Sciences:** Two courses in the Division of Social Sciences.
- **Foreign Language:** Attainment of competency through the intermediate level (equivalent of 202).
- **Quantitative Reasoning:** One course with major emphasis on mathematical problem-solving and the presentation and interpretation of quantitative information.
- **English Composition:** One course, to be taken in the first year of enrollment.
- **Non-Western Culture:** One course with primary emphasis on African, Asian, or non-European American cultures. This may be one that also fulfills one of the other Liberal Arts Core requirements.

5) Concentration requirement in a major field of study
(See Major Requirements *following this section.*)

6) Minimum of the last year of academic work as a full-time student in residence at Gettysburg College or in an approved College program

7) Discharge of all financial obligations to the College

No course used to obtain a bachelor's degree may be counted toward the requirements for a Gettysburg College degree.

Each student is responsible for being sure that graduation requirements are fulfilled by the anticipated date of graduation. The College normally requires students to complete degree requirements in effect at the time of their original enrollment and the major requirements in effect at the time that students declare the major at the end of the first year or during the sophomore year.

Writing Policy: *Since the ability to express oneself clearly, correctly, and responsibly is essential for an educated person, the College cannot graduate a student whose writing abilities are deficient. Instructors may reduce grades on poorly written papers, regardless of the course, and in extreme cases, may assign a failing grade for this reason.*

MAJOR REQUIREMENTS

Each student must successfully complete the requirements in a major field of study. Most majors consist of eight to twelve courses and may include specific courses from one or more departments and/or programs. No more than twelve courses may be required from a single subject area, with the exception of the B.S. degree in Music Education. (Requirements of the various majors are listed in the department and program introductions in the *Courses of Study* section.

The following are major fields of study at Gettysburg College:

Bachelor of Arts:

Art History
Art Studio
Biology
Chemistry
Classical Studies
Computer Science
Economics
English
Environmental Studies
French
German
Greek
Health and Exercise Sciences
History
Latin
Management
Mathematics
Music
Philosophy
Physics
Political Science
Psychology
Religion
Sociology
Anthropology/Sociology
Spanish
Spanish and Latin American Studies
Theater Arts
Women's Studies

Bachelor of Science:

Biology
 Biochemistry & Molecular Biology
 Chemistry
 Physics

Bachelor of Science in Music Education:
Music Education

A student must file a declaration of major with the Registrar before registering for the junior year. A student may declare a second major as late as the beginning of the senior year.

Optional Minor: Students may declare a minor concentration in an academic department or area that has an established minor program. Not all departments offer minor programs. A minor shall consist of six courses, no more than two of which shall be 100-level courses. Because of the language required, an exception to the two 100-level course limitation may occur in Classical Studies. Students must maintain a 2.00 average in the minor field of study. Although a certain number of courses constitute a minor field of study, all courses in the minor field will be considered in determining the minor average.

SPECIAL MAJOR

As an alternative to the major fields of study, students may declare a special major by designing an interdepartmental concentration of courses focusing on particular problems or areas of investigation which, though not adequately included within a single department or discipline, are worthy of concentrated study.

Students intending to pursue a special major must submit a proposal for their individual plan of study to the Committee on Interdepartmental Studies. The proposed program must be an integrated plan of study that incorporates course work from a minimum of two departments or fields. A special major must include a total of ten to twelve courses, no fewer than eight of which must be above the 100-level; three or more courses at the 300-level or above; and a 400-level individualized study course which is normally taken during the senior year. Individualized study allows students to pursue independent work in their areas of interest as defined by the proposal and should result in a senior thesis demonstrating the interrelationships among the fields comprising the special major.

After consulting with and obtaining an application from the interdepartmental studies chairperson and meeting several times with two prospective sponsors/advisers, students should submit their proposals during the sophomore year. The latest students may submit a proposal is midterm of the first semester of their junior year. It is often possible to build into a special major a significant component of off-campus study.

Normally, to be accepted as a special major, a student should have a 2.3 overall GPA. Students should be aware that a special major program may require some departmental methods or theory courses particular to each of the fields within the program.

A student may graduate with honors from the special major program. Honors designation requires a 3.5 GPA in the special major, the recommendation of the student's sponsors, the satisfactory completion of an interdisciplinary individualized study, and the public presentation of its results in some academic forum.

ACADEMIC ADVISING

The Office of Academic Advising, located on the second floor of the College Union, offers support in many areas of academic life. Working in conjunction with the individual student's advisor, associate deans assist students in making educational plans and solving academic problems. In addition, the first-year student faculty advising program is coordinated by this office. Deans' Lists, academic deficiencies, withdrawals and readmissions, and petitions to the Academic Standing Committee are processed by this office. Peer tutoring and learning disabilities counseling is also available here.

The College believes that one of the most valuable services it can render to its students is careful counseling. Each first-year student is assigned a faculty advisor to assist in dealing with academic questions, in explaining college regulations, in setting goals, and in making the transition from secondary school to college as smooth as possible. Faculty advisers are assigned a small number of first-year students (usually six), so that they can develop strong one-on-one relationships with their advisees.

Sophomores may continue their advising relationship with their first-year advisors, or they may select another faculty member in a field of study they anticipate as their major. When students choose a major field of study, which must be done no later than the beginning of the junior year, a member of the major department becomes their advisor and performs functions similar to those of the first-year advisor, including the approval of all course schedules.

Students may confer at any time with their advisor, an associate dean of Academic Advising, Career Planning and Advising, or faculty members as they consider their options for a major or special fellowship opportunities during or after college, weigh their career objectives, choose graduate or professional schools, or search for employment after graduation.

POLICY ON ACCOMMODATION OF PHYSICAL AND LEARNING DISABILITIES

Gettysburg College provides equal opportunities to students with disabilities admitted through the regular admissions process. The College promotes self-disclosure and self-advocacy for students with disabilities. Students seeking accommodation should contact the Office of Academic Advising.

For students with physical disabilities, the College provides accessibility within its facilities and programs and will, within the spirit of reasonable accommodation, adapt or modify those facilities and programs to meet individual needs.

For students with learning disabilities, the College accommodates on a case-by-case basis, provided the accommodation requested is consistent with the data contained in documentation that meets the College's standards and is reviewed by the College's own consultant. Reasonable accommodation for students with learning disabilities may involve some curricular modifications without substantially altering course content or waiving requirements essential to the academic program. Some examples of reasonable accommodation are:

- a) extended time on exams and assignments;
- b) use of auxiliary equipment (tape recorders, lap top computers, calculators);

c) modified examination formats and/or oral examination.

An associate dean of Academic Advising will assist students with disabilities with their requests for accommodation.

INDIVIDUALIZED STUDY AND SEMINARS

There are opportunities in most departments for students to engage in seminars and individualized tutorials, research or internships. These opportunities are primarily for seniors, but other students frequently are eligible. In some departments participation in this type of activity is part of the required program of study; in others it is optional. Most of these courses are numbered in the 400s under *Courses of Study*.

STUDENT ORIGINATED STUDIES (SOS)

SOS courses are student initiated and run courses, with students having the primary responsibility for the content, readings, assignments, and conduct of the course. A faculty member assists in the development of the proposal, advises the students throughout the semester, attends course meetings as appropriate, and assigns the final grade. Each SOS course provides a half course unit of credit toward the 35 courses graduation requirement and is graded S/U.

SENIOR SCHOLARS' SEMINAR

The College offers a unique and valuable opportunity for its outstanding senior students. Senior Scholars' Seminar, composed of selected seniors, undertakes a study of a contemporary issue that affects the future of humanity. The issues are always timely and often controversial. Past topics have included genetic engineering, conflict resolution, global disparities, computer and human communication, aging and the aged, dissent and nonconformity, the concept of the hero, the media and presidential campaigns, creative leadership in groups, the impact of television on conscience and consciousness, immigration in America, and the Holocaust.

Authorities of national stature are invited to serve as resource persons for the Senior Scholars' Seminar. Experts who have visited past seminars include John Sumnuu, Colin Powell, David

Broder, Stuart Udall, David Freeman, Thomas Szasz, Daniel Ellsberg, Jonathan Schell, Daniel Bell, James Gould, and Elie Wiesel. Student participants in the seminar present a final report based on their findings and recommendations.

The issues explored in the seminar are always interdisciplinary in scope, and the students selected for this seminar represent a wide variety of majors. The seminar is team-taught by two professors of different departments.

Early in the second term of the junior year, qualified students are invited to apply for admission to the course. After the members of the class have been selected through a process of interviews, they begin to plan the course with two faculty directors and become active participants in the entire academic process. The Senior Scholars' Seminar is assigned one course credit.

ACADEMIC INTERSHIPS

Through the Center for Internships and Prelaw/Premed Advising, students at Gettysburg College have the opportunity to participate in several internships during their four years of study. All students who wish to participate in an internship should register with the Internship Office, which is the repository for all internship information on campus. The Internship Office maintains information on thousands of internship sites located in both the U.S. and abroad. The Internship Office staff will also assist students in looking for an internship site close to a student's home. Internships taken for academic credit are carefully designed to provide a program with a substantial academic component, as well as practical value. These internships are generally advised by a faculty member within a student's major field of study. Academic credit is awarded by the appropriate department once the student completes the requirements of the department. Internships provide students with a valuable opportunity to apply academic theory to the daily task of business, nonprofit, and government settings. This experience also helps students identify

career interests and gain valuable work experience. Students are encouraged to begin the process of finding an internship early in their sophomore year.

THE CIVIL WAR INSTITUTE

The Civil War Institute provides opportunities for students to assist programs under the direction of Gabor Boritt, Fluhrer Professor of Civil War Studies. Activities range from an internationally known summer session coinciding with the anniversary of the Battle of Gettysburg, to sponsoring battlefield tours, visiting lecturers (from PBS's Ken Burns and Princeton's James McPherson to Nobel Laureate Robert Fogel and bestselling novelist Jeff Shaara), dramatic and musical performances (the opera *The Death of Lincoln*), film (*Gettysburg*, the director's cut before public release), and exhibits ("Free at Last: The Abolition of Slavery in America"). The CWI cosponsors the commemoration of the anniversary of the Gettysburg Address, with speakers such as Justice Sandra Day O'Connor and Colin Powell. It oversees the annual \$100,000 Lincoln Prizes, supported by Richard Gilder and Lewis Lehrman and awarded for the best books, Web site, CD-ROM, or DVD on the history of the Civil War era. Oxford University Press publishes the CWI lectures, four of which have been selections of the History Book Club and three of the Book-of-the-Month Club. Students assist in creating these books that are used in Civil War classes at colleges and universities all over the United States. The CWI offers scholarships to high school juniors and high school teachers for its summer program.

THE GETTYSBURG REVIEW

The Gettysburg Review, published by Gettysburg College and edited by English Professor Peter Stitt, is a quarterly journal with a strong national following. Among its advisory and contributing editors are author and humorist Garrison Keillor; poets Richard Wilbur, Donald Hall and

Rita Dove; and novelist Ann Beattie. *The Gettysburg Review* has received many distinguished awards, including regular reprinting of some of its materials in *Harper's* magazine and in the anthologies *Best American Fiction*, *Best American Poetry*, and *Best American Essay*. In 1993, Stitt was selected as the first winner of the prestigious Nora Magid Award from the international organization PEN (Poets, Essayists, and Novelists). Students serve the journal in a number of ways through internships, work-study, and volunteerism.

OFF-CAMPUS STUDY

If you are thinking about making off-campus studies a part of your education, you will be joining almost 300 of your peers who study off campus each year (44% of the class of 2000). Gettysburg College considers off-campus study to be a vital part of its academic programs.

Students study off campus for many different reasons. Whether you want to learn a new language, improve your skills in a language you have been studying, make your resume stand out from the crowd, or to add a special facet to your degree, you will find that off-campus studies gives you these advantages—and many more.

Office of Off-Campus Studies

The Office of Off-Campus Studies, located in the College Union Building, is the main source of information about off-campus program opportunities. The office houses an extensive Resource Library, where students can find informational brochures on various programs. The director of off-campus studies and the rest of the office staff can assist students in making a personalized off-campus study plan.

Students work with their academic advisors to preapprove the academic program prior to departure from Gettysburg. Financial Aid recipients will also find that the Office of Financial Aid is knowledgeable about off-campus studies and is willing to advise students about financial questions.

Finally, all students participate in a mandatory Pre-Departure Orientation, where they receive literature to help prepare them for their overseas experience.

Off-Campus Programs

Gettysburg College offers Study Abroad Programs all over the world, as well as Domestic

Programs within the United States. Some programs are Integrated Programs, where students study with students from the host country. Others are Group Programs, which are specially designed for Gettysburg students. All programs offer students the opportunity to take a variety of courses, which can be used toward the Gettysburg degree. Some programs offer Field Experience or Internships.

Gettysburg College Affiliated Programs: Gettysburg currently sponsors more than 20 Affiliated Programs, chosen by the College to meet the special needs of its students. Most of these programs are sponsored by an academic department, and in some cases, the programs are actually led by a Gettysburg College faculty member. Students participating in Affiliated Programs earn credit toward their major, minor, or Liberal Arts Core requirements. Students are billed Gettysburg's regular comprehensive fee, so families can continue with their regular payment schedule. Gettysburg pays for tuition, room, full board, and in some cases airfare for the off-campus program. In addition, students can continue to use financial aid that they receive to pay for the off-campus program. This means that federal aid, state aid, and Gettysburg institutional grants and loans continue to be given, just as if you were on campus.

Gettysburg College Suggested Programs: There are over 150 Suggested Programs available, chosen to offer Gettysburg students the most diverse program sites possible. These programs differ from Affiliated Programs in that students earn credit only, and pay all program costs directly to the sponsoring program. Gettysburg students can continue to use federal financial aid to pay for the Suggested Program. Gettysburg institutional grants and loans cannot be used, however. Once the student returns to Gettysburg College, these grants and loans will be reinstated.

Gettysburg College Summer Programs

Gettysburg offers a number of summer off-campus programs for students who prefer a short-term experience. Affiliated study-abroad programs include month-long programs in Zimbabwe and Indonesia, and a domestic environmental studies program in Maine. Other

Affiliated Programs include opportunities in Cameroon, England, France, Germany, Greece, Israel, Italy, Mexico, Russia, Spain, and Washington, D.C.

Off-Campus Studies Policies

Gettysburg College is pleased to offer the Eisenhower/Hilton Scholarship for Study Abroad in the amount of \$10,000. This scholarship is awarded to one outstanding Gettysburg junior or senior each year.

Students can study off campus during their sophomore year, junior year, or in the first semester of senior year.

Students with special needs are encouraged to discuss their off-campus studies plans with the director of off-campus studies. Many programs can accommodate students with special learning needs or physical needs.

All students must have a minimum 2.0 cumulative grade point average and be in good disciplinary standing in order to apply for off-campus studies. Accepted students must maintain their good standing in order to participate. Permission to study off campus will be rescinded for any student placed on probation for an academic or social reason prior to departing for off-campus studies.

Gettysburg College Affiliated Programs

Gettysburg Programs in Australia: This academic year or semester program allows students to enroll directly in one of four Australian universities: James Cook University, the University of Melbourne, the University of Queensland, and the University of Wollongong. Students usually live in shared rooms in residence halls.

Gettysburg in Denmark through Denmark's International Studies Program: This fall or spring semester program in Copenhagen offers students the opportunity to take courses in their major (most majors available), or in a wide variety of Liberal Arts Core and elective subjects that focus on Scandinavian and European issues. All courses are taught in English. Students live in a homestay and take their meals with their host family.

Gettysburg in England: London and Lancaster University: This fall semester or academic year interdisciplinary studies program begins with a four-week seminar in London taught by a

Gettysburg faculty member. (Students may choose to attend a seminar in Lancaster instead of the London option.) After the seminar, all students enroll at Lancaster University, where they study subjects of their choice for the fall term or academic year. Lancaster University is a top-ranked British University, and many faculty members are recognized internationally in their fields. Students attending the London seminar are housed in shared rooms in a student hotel in central London. At Lancaster, students live in single-study bedrooms in residence halls.

Gettysburg in Aix-en-Provence, France: This semester program at Le Centre d'Aix is designed for students who wish to complete the Gettysburg College requirement in language; it also serves students who wish to pursue a minor in French. The Institute of American Universities (IAU) sponsors the program, which is located in Aix-en-Provence near the Mediterranean coast. All students live in a homestay that is arranged by IAU. In the intermediate program (fall only), students fulfill the French 201–202 language requirement. In the advanced program (fall or spring), students take classes towards their French minor.

Gettysburg in Avignon, France: This semester or academic year program at Le Centre d'Avignon is designed to meet the needs of French majors. The Institute of American Universities (IAU) sponsors this program located in Avignon. All students live in a homestay that is arranged by IAU. Students take five courses—one required language course and four elective courses. All courses are conducted in French.

Gettysburg in Cologne, Germany: This fall semester group program in Cologne offers the opportunity for students from any major to improve their German language abilities and to take a variety of humanities and social science courses in English. All students live in a homestay and take meals with their family. Students take up to three courses in German language, literature, and culture, and up to three courses in English from the areas of political science, history, and art history.

Gettysburg in Greece: This academic year or semester program through College Year in Athens offers students in any major the

opportunity to take courses in humanities and social sciences focusing on Greece and the East Mediterranean world. Students live in shared rooms in apartments in the Kolonaki neighborhood. Students choose either the Ancient Greek Civilization track or the East Mediterranean Area Studies track. Both tracks offer courses in the humanities and social sciences, as well as modern Greek language at all levels.

Gettysburg in Hungary: This fall or spring semester program offers juniors and seniors majoring in Mathematics or Computer Science the opportunity to take courses in their major taught by renowned Hungarian scholars in Budapest. Students live in shared rooms in apartments or in a homestay with a Hungarian family.

Gettysburg in Italy through Syracuse University: This fall semester program is specifically designed to give students in studio art and art history a living classroom—historic, beautiful Florence. Students primarily take courses in the arts, but other courses in the humanities and social sciences are available as well. Students live in a homestay and take most meals with their host family. All students take Italian language courses and three or four other courses in the arts, humanities or social sciences.

Gettysburg in Italy through Duke University: This academic year or semester program at the Intercollegiate Center for Classical Studies (ICCS) in Rome, sponsored by Duke University, is designed for Latin or Greek majors, and other students interested in classical antiquity. Students live in the ICCS Center in shared rooms and take their meals there. Students take courses in Roman Archaeology/History, Latin Language and Literature, Art History, Greek Language and Italian Language.

Gettysburg in Japan: This semester or academic year program at Kansai Gaidai University offers students in all majors the opportunity to take Japanese language and a variety of other courses taught in English. Kansai Gaidai University is located between Osaka and Kyoto. Students can choose to live in a homestay or in a residence hall. All students take one or two Japanese language courses and two or three additional courses in English. Japanese language is taught at all levels, including beginning courses for

students with no prior language study.

Gettysburg in Mexico through Augsburg College: Students can choose between Augsburg's fall semester program, Crossing Borders: Gender and Social Change in Mesoamerica, and their spring program, Gender & the Environment: Latin American Perspectives, both based in Cuernavaca, Mexico. Students live in shared rooms in a house where they take their meals. Students also spend three weeks living with a local family in Cuernavaca or in a nearby village. Students in both the fall and spring semester take a set four-course program, which includes intensive Spanish language study.

Gettysburg in Cuernavaca, Mexico (Intermediate Program): This fall semester program in Cuernavaca is specifically designed for students who have completed Spanish 101–102 (or 103–104) and enables them to complete intermediate level Spanish (201–202) in one semester. A Gettysburg College professor of Spanish accompanies the group and teaches two of the courses. All students live in a homestay where they take their meals. All students take a set four-course program, which includes two Spanish Language classes, literature, and Mexican civilization. Offered during odd-numbered years.

Gettysburg in Guadalajara, Mexico: This academic-year or semester program in Guadalajara offers students who have completed Spanish 301 the opportunity to take a variety of humanities and social science courses taught in Spanish at the Foreign Student Study Center of the University of Guadalajara. All students live in a homestay where they take their meals.

Gettysburg in Spain (Advanced Program): This academic year or semester program in Seville offers students who have completed Spanish 301 the chance to take a variety of humanities and social science courses taught in Spanish. The IUS Center, where the program is based, is located in the city center. All students live in a homestay where they take their meals. Courses are available in language, literature, conversation, grammar, history, civilization, economics, politics, and other humanities and social sciences.

Gettysburg in Spain (Intermediate Program): This fall semester program is specifically designed for students who have completed Spanish 101–102 (or 103–104) and enables them to complete

intermediate level Spanish (201–202) in one semester. A Gettysburg College professor of Spanish accompanies the group and teaches two of the courses. Also located at the IUS Center in Seville, this program is popular with Gettysburg students. All students live in a homestay where they take their meals. All students take a set four-course program, which includes two Spanish language classes, literature, and Spanish civilization. Offered during even-numbered years.

Gettysburg in Washington, D.C. through Lutheran College Washington Consortium: Students earn a full semester of academic credit by participating in an internship in Washington (four days per week), two academic courses, community service projects, and program excursions in virtually any field of study. Students live in fully furnished condominiums located across the Potomac River from Washington—a two-minute ride on the metro system into the city center. Internships are available in virtually any field. A variety of interdisciplinary courses are offered, from which students choose two.

Gettysburg in Washington, D.C. through American University: Students earn a full semester of academic credit by participating in an internship in Washington, (two days per week) and two academic courses in virtually any field of study. All students live in a double room on the Tenley campus of American University, and take their meals at the Tenley cafeteria. All students take a seminar associated with their program (2 course units), and an internship (1 course unit). Most students write a research paper associated with their internship (1 course unit). Some students opt to take a night course at American University in lieu of the research paper (1 course unit).

Gettysburg at the United Nations through Drew University: This program offers students the opportunity to learn about the UN by being there. Students spend Tuesdays and Thursdays in New York attending presentations. In addition, students take two elective courses at the Drew campus in Madison, New Jersey, and have the option of doing an internship as well. All students live in Drew University residence halls, and take meals on the Drew campus. Students take two required courses (PolSci 170: The United Nations System and the International Community, and PolSci 172: Research Seminar on the United Nations), plus two electives from Drew's regular course offerings.

Gettysburg at the Marine Biological Laboratory in Woods Hole Massachusetts: This Semester in Environmental Science program at the Marine Biological Laboratory (MBL) in Woods Hole, Massachusetts emphasizes inquiry-based learning through student participation in laboratory and research projects. Woods Hole is located on Cape Cod, near Falmouth. All students live at the MBL in shared rooms. Students take their meals at the MBL restaurant. All students take a Terrestrial Core Lecture and Lab (1 course unit), an Aquatic Core Lecture and Lab (1 course unit), an elective course (.75 course unit), a Science Writers Seminar (.25 course unit), and an independent research project (1 course unit).

Gettysburg at Duke Marine Laboratory: This fall or spring semester program allows students to study and conduct research at the Marine Laboratory, which is a campus of Duke University (near Beaufort) that focuses on the marine sciences, coastal environmental management, and marine bio-medicine. Students can also participate in the spring semester program, which spends one half of the semester at the Marine Laboratory and the other half at the Bermuda Biological Station for Research in Ferry Reach, Bermuda. Students live in shared rooms in a residence hall at the Marine Laboratory, and take their meals at the dining hall.

London Student Teaching Program: This fall or spring program is available for students with a minor in Education (elementary or secondary). It includes a half-semester of classes at Gettysburg College and student teaching in a Gettysburg-area school, followed by a half-semester (7 weeks) of student teaching in London, England. A variety of schools are used for placement in London—private schools, public schools, city schools and suburban schools. Students live in shared apartments in London city center, and prepare their own meals.

Gettysburg College Suggested Programs

Gettysburg College students have also participated in many programs in Argentina, Austria, Belgium, Bolivia, Botswana, Brazil, Bulgaria, Canada, Chile, Costa Rica, Czech Republic, Dominican Republic, Ecuador, Egypt, Ghana, Hungary, India, Indonesia, Ireland, Israel, Jamaica, Kenya, Korea, Morocco,

Namibia, Nepal, New Zealand, Niger, Norway, Poland, Scotland, South Africa, Sweden, Switzerland, Tanzania, Thailand, Venezuela, Vietnam, Wales, and Zimbabwe.

Other Off-Campus Opportunities

Consortium Exchange Program: This program is enriched by the College's membership in the Central Pennsylvania Consortium (CPC), consisting of Dickinson, Franklin and Marshall, and Gettysburg Colleges. The Consortium provides opportunities for exchanges by students and faculty, and for off-campus study. Students may take a single course or enroll at a Consortium College for a semester, or a full year. A course taken at any Consortium College is considered as in-residence credit. Interested students should consult the registrar.

Lutheran Theological Seminary Exchange: Gettysburg College students are eligible to take up to four courses at the Lutheran Theological Seminary, also located in Gettysburg. The Seminary offers coursework in biblical studies, historical theological studies, and studies in ministry. Interested students should consult the registrar.

Wilson College Exchange: Gettysburg College offers an exchange opportunity with Wilson College, an area college for women, with course offerings that supplement Gettysburg's offerings in communications, women's studies, dance, and other creative arts. Students may take a single course or enroll as a guest student for a semester or a full year.

SPECIAL INTEREST PROGRAMS

Students may petition the Academic Standing Committee for permission to take courses at another college, university or study site that offers a program in a special interest area not fully developed at Gettysburg College. Examples of special interest areas are urban studies, Asian studies, studio arts, and African American studies. Interested students should consult the Office of the Registrar.

DUAL-DEGREE PROGRAMS

For all of our Dual-Degree programs, once Gettysburg students apply for and are accepted to an affiliated university, they become students of that university. Students who qualify for financial aid at Gettysburg College are not guaranteed a similar financial aid package at

our affiliated universities. Financial aid at the affiliated university must be applied for directly through that university. All other services will also be provided by that university.

Engineering

This program is offered jointly with Columbia University, Rensselaer Polytechnic Institute (RPI), and Washington University in St. Louis. Students spend either three or four years at Gettysburg College, followed by two years at one of these universities. Upon successful completion of this program, the student is awarded the bachelor of arts degree from Gettysburg and the bachelor of science degree in an engineering discipline from one of the three affiliated universities. Each of these universities offers an opportunity for a master's degree through this affiliation. Gettysburg College students, on their own initiative, have also completed dual-degree programs at non-affiliated universities. Students who qualify for financial aid at Gettysburg College will usually be eligible for similar aid at the engineering affiliate universities.

Candidates for this program have an adviser in the physics department. Normally, a student will be recommended to Columbia, RPI, or Washington University during the fall semester of the junior year. Students must have a minimum of a 3.0 grade point average in order to be recommended, except for students interested in electrical engineering, who are required to have a 3.3 average for recommendation.

The specific courses required for admission by each affiliated institution vary and students should schedule courses in close cooperation with the Engineering Adviser at Gettysburg. In general, dual-degree engineering students can expect to take Physics 111, 112, 213, 255, 319, 330; Mathematics 111, 112, 211, 212, 263; Chemistry 111, 112, and a computer science course. All dual-degree engineering students must complete the distribution requirements of

Nursing

The College has a five-year program under which students spend three years at Gettysburg and two at Johns Hopkins University School of Nursing in Baltimore. At the end of the fourth year of study, students complete requirements for a B.A. degree from Gettysburg College; at the end of the fifth year, students receive a

B.S.N. degree from Johns Hopkins University. Students interested in this program should contact the Coordinator of Advising for Medicine and the Allied Health Professions.

Optometry

Pennsylvania College of Optometry (PCO) and the State University of New York (SUNY) College of Optometry offer admission into the program leading to the Doctor of Optometry to students from Gettysburg at the end of the junior year, provided that all prerequisites are met. At the conclusion of the first year at PCO or SUNY, students receive the baccalaureate degree from Gettysburg College and, after seven years of undergraduate and professional study, the Doctor of Optometry from the Pennsylvania College of Optometry or the State University of New York College of Optometry. Students who qualify for early admission to one of these programs will be recommended by the Medicine and Allied Health Professions Committee at Gettysburg College and will be required to interview at the Pennsylvania College of Optometry or the State University of New York College of Optometry during the spring term of the junior year.

Forestry and Environmental Studies

In addition to its own Department of Environmental Studies, the College offers a dual-degree program with Duke University leading to graduate study in natural resources and the environment. Students earn a bachelor's and master's degree in five years, spending three years at Gettysburg College and two years at Duke University's School of the Environment. Students must fulfill all distribution requirements by the end of the junior year. The first year's work at Duke will complete the undergraduate degree requirements and the B.A. will be awarded by Gettysburg College at the end of the first year at Duke. Duke will award the professional degree of master of forestry or master of environmental management to qualified candidates at the end of the second year.

Candidates for the program should indicate to the Admissions Office that they wish to apply for the forestry and environmental studies curriculum and plan their three-year course schedule with their advisor. During the first semester of the junior year at Gettysburg College, the student must notify the Environmental Studies chairperson and file with the Registrar a petition for off-campus study during the senior year. All applicants are urged to take the verbal and quantitative aptitude tests of the Graduate Record Examination in October or December of their junior year. The student should apply to Duke's School of the Environment and upon acceptance send the Environmental Studies department a written request for permission to substitute the Duke courses for the student's remaining requirements.

The major program emphases at Duke are

1) ecotoxicology and environmental chemistry; 2) resource ecology; 3) water and air resources; and 4) resource economics and policy. Programs, however, can be tailored with other individual emphases. An undergraduate major in one of the natural or social sciences, management, or preengineering is good preparation for the programs at Duke, but students with other undergraduate concentrations will be considered for admission. All students contemplating this cooperative program should take at least one year of courses in each of the following: biology, mathematics (including calculus), economics, statistics, and computer science. In addition, organic chemistry is a prerequisite for the ecotoxicology program and ecology for the resource ecology program. Please note that this is a competitive program and students are expected to have good quantitative analysis and writing skills.

Students begin the program at Duke in late August and must complete a total of 48 units, including a master's degree project, which generally takes four semesters.

Some students may prefer to complete the bachelor's degree before undertaking graduate study at Duke. The master's degree requirements

for these students are the same as those for students entering after the junior year. All credit reductions are determined individually and consider both the student's educational background and objectives.

PREPROFESSIONAL STUDIES

Prelaw Preparation

Students planning a career in law should develop the ability to think logically, analyze critically, and to express verbal and written ideas clearly. In addition, the prospective law student needs a wide range of critical understanding of human institutions. These qualities are not found exclusively in any one field of study. They can be developed in a broad variety of academic majors. It should be noted that a strong academic record is required for admission to law school.

Students are encouraged to contact the College Prelaw advisor, Professor Kenneth Mott, and to visit the Internship and Prelaw Center located on the second floor of Penn Hall. The Center maintains a library of resources, including LSAT and prep course materials, computerized programs, videos, and law school catalogues. Further, the College maintains a Prelaw Web Page with much helpful information and links to additional resources. A brochure that describes prelaw preparation at Gettysburg College is also available in the Center and in the Office of Admissions. Students interested in planning a career in law are encouraged to obtain a copy of this brochure and to take advantage of the materials and advising process.

Preparation for Health Professions

The Gettysburg College curriculum provides the opportunity, within a liberal arts framework, for students to complete the requirements for admission to professional schools of medicine, dentistry, and veterinary medicine, as well as several allied health schools. Students considering a career in one of these fields are advised to schedule their courses carefully, not only to meet the admission requirements for the professional schools, but also to provide for other career options in the event that their original choices are altered. The following courses will meet the minimal entrance

requirements for most medical, dental, or veterinary schools: Biology 111 (or 101), 112; Chemistry 107, 108; Chemistry 203, 204; Physics 103, 104 (or 111, 112). Most schools require or strongly recommend courses in mathematics (calculus, statistics, and/or computer science) and English (composition and literature), but few specify course sequences. Since completion of these courses will also give the student minimum preparation for taking the national admissions examinations for entrance to medical, dental, or veterinary school, it is essential to have completed or be enrolled in these courses by the spring of the year when the tests are taken. While most students who seek recommendation for admission to health professions schools major in biology, chemistry, or biochemistry and molecular biology, the requirements can be met by majors in most other subjects with careful planning of a student's program. Students are encouraged to choose solid electives in the humanities and social sciences and to plan their programs in consultation with their major advisers or a member of the Medicine and Allied Health Professions Committee.

Recommendations for admission to health profession schools are made by the Medicine and Allied Health Professions Committee. For students planning to enter medical school immediately after graduation from college, this occurs in the spring of the junior year. Students seeking admission to these professional schools must also take one of the following national admissions examinations: MCAT (medical), DAT (dental), VMAT or GRE (veterinary) or OAT (optometry). The Medicine and the Allied Health Professions is composed of five faculty members with the Coordinator of Advising for Medicine and the Allied Health professions acting as chairperson. Admission to medical school is very competitive and is based on several criteria: cumulative grade point average, scores on standardized tests, demonstrated leadership skills, evidence of a willingness to help others, work or volunteer experience in a medical setting, the letter of recommendation from the committee, and an interview at the medical school.

If a student chooses not to attend medical school immediately after college or is not

accepted to medical school on first try, it is not uncommon to apply successfully a few years after graduation. These intervening years must, however, be spent in meaningful activity—work in a hospital, additional course work, or the Peace Corps, for example—in order to retain or improve one's competitive standing.

MCP Hahnemann University's Graduate School of **Physical Therapy** offers early acceptance to students from Gettysburg College who meet the criteria for admission into the doctoral degree program. Students may major in any department, although a major in biology or health and exercise sciences is most common. Regardless of major, eight science courses in three different departments (biology, chemistry and physics), two courses in psychology, one course in statistics and five courses in the humanities and social sciences are required. Also required are a minimum cumulative grade point average, a minimum score on the Graduate Record Exam, and significant work or volunteer experience in physical therapy. Students who are eligible for early admission to the program will be recommended by the Pre-Health Professions Committee at Gettysburg College and are required to interview at MCP Hahnemann University prior to acceptance.

Gettysburg College also has Cooperative Programs in **Nursing** with the Johns Hopkins University and in **Optometry** with Pennsylvania College of Optometry and the State University of New York College of Optometry.

The Medicine and Allied Health Professions Committee holds periodic meetings to explain requirements for admission to health professions schools, to bring representatives of these schools to campus to talk to students, and to explore issues of interest to the medical professions. In the office of the Coordinator of Advising for Medicine and the Allied Health Professions is a collection of materials about the health professions. It includes information about admissions requirements, guidebooks on preparing for national admissions examinations, catalogues from many health professions schools, and reference materials on fields such as medicine, dentistry, veterinary science,

optometry, pharmacy, podiatry, physical therapy, public health, and health care administration.

Teacher Education Programs

Gettysburg College has education programs in secondary school subjects, elementary education, music education, and health and physical education. All are competency based and have received accreditation from the Pennsylvania Department of Education. (*See Education under the Courses of Studies listings.*) The education department also maintains a Teacher Placement Bureau to assist seniors and graduates in securing positions and to aid school officials in locating qualified teachers.

Employment prospects in teaching continue to be good, and the projected annual demand for hiring of all teachers is expected to rise. According to the National Center for Education Statistics, the number of secondary school teachers is projected to increase at a greater rate than the number of elementary teachers. Between 1997 and 2007, an increase of 5% is projected at the elementary level, while an increase of 14% is projected at the secondary level, a rise from 1.2 million to 1.4 million teachers. Of the reporting Class of 1999 certified Gettysburg College graduates who sought teaching positions in elementary education, 98% were teaching or in education-related occupations during the following academic year. Of the reporting certified secondary education graduates, 99% were so employed. The reported average salary for those certified through the program at Gettysburg College was \$29,000.

REGISTRATION

Students must be registered officially for a course in order to earn academic credit. The registrar announces the time and place of formal registration. By formally completing registration, the student pledges to abide by College regulations. ♦ Students may also enroll in a course for credit during the first twelve days after the beginning of the semester. Students may not enroll in a course after the twelve-day enrollment period.

Many departments establish limits to class enrollments in particular courses to insure the greatest opportunity for students to interact with their instructors and other students. As a result, students cannot be assured of enrollment in all of their first choice courses within a given semester.

The College may withdraw a student from classes and withhold transcripts and diplomas for failure to pay college charges. The College may deny future enrollments for a student with a delinquent account.

THE GRADING SYSTEM

Courses are normally graded A through F, with these grades having the following significance: A (excellent); B (good); C (fair); D (poor); and F (failing). Instructors may modify their letter grades with plus and minus signs.

In successfully completing a course under this grading system, a student earns a number of quality points according to the following scale.

A+	4.33	C	2
A	4	C-	1.67
A-	3.67	D+	1.33
B+	3.33	D	1
B	3	D-	0.67
B-	2.67	F	0
C+	2.33		

A student's accumulative average is computed by summing his or her quality points and dividing by the number of course units taken. The average is rounded to the second decimal place.

The College reserves the right to make changes and adjustments in the grading system even after a student enrolls.

The College offers a satisfactory/unsatisfactory grading option. This option is intended to encourage students to be adventurous intellectually in

courses with subject matter or approaches substantially different from their prior academic experience or attainment. An S signifies satisfactory work, and is given if a student performs at the C- level or higher; a U signifies unsatisfactory work, and is given for work below the C- level. Courses graded S/U do not affect a student's quality point average, but a course completed with an S grade will count toward the total number of courses needed for graduation. A student may elect to take a total of six courses on an S/U basis during his or her four years at Gettysburg College; however, no more than two S/U courses may be taken in any one year. This grading option may not be selected for Liberal Arts Core requirements for graduation, or for courses taken in a student's major field. Exceptions may be made with regard to the major in cases where a department specifies that a particular course is available under the S/U grading system only, and in cases where the student declares the major after taking the course. A student must choose the S/U grading option during the first twelve class days of the semester.

The basic skill courses in health and exercise sciences (all of which are graded S/U) shall not count in determining the maximum number of S/U courses a student may take. Students who enroll in Education 476: Student Teaching may take an additional course under the S/U option during the senior year, provided that their total number of S/U courses does not exceed six.

When a student registers for and completes a course which he or she has already taken at Gettysburg College, both the credit and the grade previously earned are canceled, but they are not removed from the permanent record. The credit and grade earned in repeating the course are counted toward the student's requirements.

A grade of Inc (Incomplete) is issued through the Academic Advising Office when emergency situations, such as illness, prevent a student from completing the course requirements on time. The missing work must be completed by

the end of the add/drop deadline of the semester following the one in which the incomplete was incurred.

A student who *withdraws* officially from a course after the twelve-day add/drop period, but within the first eleven weeks of the term, receives a W (withdrew) grade. If a student withdraws from a course during the last five weeks of the semester, he or she will receive an F (failure) in the course. A student who withdraws officially for medical reasons receives a W regardless of the time of withdrawal. The W grade is not used in computing averages.

ACADEMIC LEVEL

A student's academic level or class year is determined on the basis of the number of units completed for the degree according to the following listing:

<u>Class Year</u>	<u>Unit Range</u>
First Year	0–5
Sophomore	6–14
Junior	15–24
Senior	25–35

TRANSFER CREDIT

After enrolling at Gettysburg College, students may use a maximum of three course credits toward the degree for work taken at other colleges if such courses have first been approved by the registrar. Course credit, but not the grade, transfers to Gettysburg College if the grade earned is a C– or better. This transfer option is not available to those who receive three or more transfer course credits at the time of admission or readmission to the College.

This course credit limitation does not apply to Central Pennsylvania Consortium courses or off-campus study programs approved by the Academic Standing Committee.

EXEMPTION FROM DEGREE REQUIREMENTS

The College may recognize work on the college-level completed elsewhere by a student. This recognition may take the form of exemption from degree requirements and may carry academic credit. Students should present their requests for exemption to the registrar. They should be prepared to demonstrate their competence on the basis of their academic record, Advanced Placement Examination results of the College Board, or examinations administered by the department concerned.

Decisions on exemption and credit rest with the department and the registrar.

Students may satisfy the foreign language requirement in a language not regularly offered at Gettysburg College by demonstrating achievement at the intermediate-level through transfer credit, by examination, through independent study with a Gettysburg College faculty member, or through an approved exchange program with the Central Pennsylvania Consortium. International students who have learned English as a second language may satisfy the requirement with their primary language.

ACADEMIC STANDING

Students are expected to maintain an academic record that will enable them to complete the requirements for graduation in the normal eight semesters. To be in good academic standing a student must have at least a 2.00 accumulative average, a 2.00 average for the semester, a 2.00 average in the major field of study by the end of the junior year and during the senior year, and be making appropriate progress in acquiring the credits and completing the various requirements for graduation. Students who do not meet these standards will be given a warning, placed on academic probation, placed on suspension alert, or be suspended or permanently dismissed from the College.

The student who falls below the following minimum standard is considered to be making unsatisfactory progress and is either placed on suspension alert, suspended, or permanently dismissed. For first-year students—1.50 GPA and six courses completed; for sophomores—1.80 GPA and fifteen courses completed; for juniors—1.90 GPA and twenty-five courses completed. First-year students may be suspended after one semester if their GPA is 1.0 or below.

In addition to these minimum standards, a student on probation must show significant improvement during the following semester in order to remain at the College. Normally, a student may not remain at the College with three consecutive semester averages below 2.00.

Students receiving some forms of financial aid must maintain minimum progress toward achieving a degree in order to remain eligible for such aid. (*See the Financial Aid section of this catalogue for a more complete discussion of appropriate progress.*)

Students on academic probation or suspension alert are permitted to participate in extra-curricular activities at the College. Students in academic difficulty, however, are reminded that their first priority is the academic program and that they must therefore give careful consideration to time commitments and responsibilities associated with extracurricular activities. Students on academic Probation or Suspension Alert are urged to consult with their faculty advisors and the deans of Academic Advising about curricular and extracurricular choices.

RESIDENCE REQUIREMENTS AND SCHEDULE LIMITATIONS

The normal program consists of nine courses per year, with five courses in one semester and four in the other. (Thus, a student will complete graduation requirements in four years of full-time academic work in the September-through-May academic year.) The last full year of academic work must be in residence at Gettysburg College or in an approved College program. Unless given approval, students may not complete requirements as part-time students during their last semester of residence.

Students proposing to complete graduation requirements in less than four full years must have their programs approved by the Academic Standing Committee through the Office of the Registrar. Such approval should be sought at least a year before the proposed completion of requirements.

A full-time student for academic purposes is one carrying a minimum of three courses during a semester. No student who is a candidate for a degree may take fewer courses than this without permission of the Academic Standing Committee.

Students may not enroll in the equivalent of six or more full unit courses per semester without the approval of the Academic Standing Committee. In granting approval to take six courses, the Committee requires evidence that the student is in good academic standing and will be able to perform at an above average academic level during the semester of heavy enrollment. For the purpose of determining an extra course load, 1.25 unit courses count only as a full course.

The required courses in health and exercise sciences, generally taken during the first year, are in addition to the full course load in each

semester. These courses do not count toward the 35-course graduation requirement.

Majors and minors in music and majors in health and exercise sciences must take quarter courses, in addition to the normal course load. Other students may take quarter courses in applied music, with the approval of the music department at an additional charge.

A student may audit informally any College course with the permission of the instructor. No charge will be made for such an audit and no record of auditing will appear on the student's transcript.

The College offers a limited opportunity for students to register for and complete a course of study during the summer. Primarily these are individualized study or internship courses and are arranged through academic departments.

TRANSCRIPTS

The College supports students in their candidacy for graduate or professional school admission or in their search for appropriate employment by providing a responsive transcript service. Requests for transcripts must be in writing and should be directed to the Office of the Registrar. This office prepares transcripts twice a week. There is no charge for this service unless the request requires special handling. The College reserves the right to deny a student's request for a transcript when there is a debt or obligation owed to the College or when there is an unresolved disciplinary or honor code action pending against the student.

WITHDRAWAL, LEAVE OF ABSENCE, AND READMISSION

Students may withdraw from the College for medical or personal reasons if they anticipate an absence of more than one semester. Students who withdraw voluntarily should arrange for an exit interview with a member of the Office of Academic Advising prior to leaving the College.

Students who wish to take a semester off for medical or personal reasons may request a one-semester Leave of Absence. A Leave of Absence for personal reasons must be approved by the Academic Standing Committee. Students should contact the Office of Academic Advising for information and application forms.

A student whose physical or mental health is too impaired to complete all courses during a semester may seek a medical withdrawal from some courses and finish the semester with less than a regular full load, may take a full withdrawal from the College, or may be granted a Leave of Absence. The director of Academic Advising oversees these requests, and students should confer with a dean in the Office of Academic Advising in developing them. Students whose requests for medical withdrawal or leave are approved will be granted grades of "W" for courses from which they are withdrawing.

All requests for medical withdrawal or leave require the recommendation of the College's Health or Counseling care providers. In addition, before a student who has been granted a partial or full medical withdrawal or leave returns to full-time study, the College's health care providers must be satisfied, through communication with the student's attending physician, psychiatrist, or therapist, that the student is ready to resume a full academic program by the designated time for return. If, based on medical considerations, there is reason to limit a student's course load or physical activity, a recommendation for such should be noted in the communications to the College's health care providers from the student's attending physician, psychiatrist, or psychologist. A personal interview with a member of the College's health care providers may also be required.

Students who have been granted a Leave of Absence should notify the Office of Academic Advising of their desire to return by November 15 for the spring semester and by June 15 for the fall semester.

Conditions for applying for readmission after withdrawal are set out in the letter sent to students establishing their withdrawal. Statements of these conditions, as well as forms for those seeking readmission, are available from the Office of Academic Advising. Normally, application and all supporting materials should be submitted to the Office of Academic Advising for review by the Academic Standing Committee by November 15 for the spring semester and by June 15 for the fall semester.

Required Withdrawal for Academic or Disciplinary Reasons

Students who are suspended for academic reasons normally are not eligible to return until one academic year has elapsed. Students who are suspended for disciplinary reasons are eligible to apply for readmission at the end of the time period specified in the suspension. The conditions for applying for readmission after suspension are set out in the letter sent to the student establishing the required suspension. Statements of these conditions, as well as forms for those seeking readmission, are available from the Office of Academic Advising. Applications should ordinarily be submitted by April 15 for the fall semester or by November 15 for the spring semester. Students who have been suspended from the College for academic reasons for a second time are not eligible for readmission.

Financial Aid Upon Readmission

Students who have withdrawn, have been suspended, or have taken a Leave of Absence and who desire Financial Aid upon their return must complete all financial aid applications by the normal financial aid deadlines.

Academic Status Upon Return or Readmission

Students who withdraw or take a Leave of Absence will return to the College with the same academic standing status as when they left—except those who have been suspended for academic reasons, who will return on academic probation.

GRADUATION HONORS AND COMMENCEMENT

The College awards the following honors to members of the graduating class. These senior honors are intended for students with four years of residence at Gettysburg College; grade point average computations are based on four years' performance.

- Valedictorian — to the senior with the highest accumulative average.
- Salutatorian — to the senior with the second highest accumulative average.
- Summa Cum Laude — to those seniors who have an accumulative average of 3.75 or higher.
- Magna Cum Laude — to those seniors who have an accumulative average of 3.50 through 3.74.
- Cum Laude — to those seniors who have an accumulative average of 3.30 through 3.49.

The Academic Standing Committee may grant the above honors to students with transfer credit if they have satisfied the conditions of the honor during at least two years in residence at Gettysburg College and have presented excellent transfer grades. To arrive at a decision, the Committee will factor in all grades earned at other institutions and during off-campus study programs.

In addition to the above, departments may award Departmental Honors for graduating seniors based upon their academic performance in a major field of study. Departmental Honors are awarded to transfer students on the same terms as to other students, as computation for this award is not necessarily based on four years in residence at Gettysburg College.

Participation in the May Commencement exercises shall be limited to those students who have completed all graduation requirements by that Commencement ceremony.

DEANS' LISTS

The names of those students who attain an average of 3.600 or higher for the semester are placed on the Deans' Honor List in recognition of their academic achievements. Also, those students who attain an average from 3.30 to 3.59 are placed on the Deans' Commendation List. To be eligible for these honors, students must take a full course load of at least four courses,

with no more than one course taken under the S/U grading option during that semester (except for students taking the Education Term or participating in the Lutheran College Washington Semester program, who may take two courses S/U). First-year students who attain an average of 3.00 to 3.29 are placed on a First-Year Recognition List for commendable academic performance in their first or second semester.

PHI BETA KAPPA

Phi Beta Kappa, founded in 1776, is the oldest Greek-letter society in America and exists to promote liberal learning, to recognize academic excellence, and to support and encourage scholars in their work. The Gettysburg College chapter was chartered in 1923 and is today one of 255 Phi Beta Kappa chapters in American colleges and universities, twenty of which are in Pennsylvania. The Gettysburg College chapter elects to membership about five to ten percent of the senior class who have distinguished academic records and exhibit high moral character and intellectual curiosity. Election to Phi Beta Kappa is perhaps the most widely recognized academic distinction in American higher education.

ALPHA LAMBDA DELTA

Alpha Lambda Delta is a national society that honors academic excellence during a student's first year in college. It has 214 chapters throughout the nation. The purposes of Alpha Lambda Delta are to encourage superior academic achievement among students in their first year in college, to promote intelligent living and a continued high standard of learning, and to assist women and men in recognizing and developing meaningful goals for their roles in society. Alpha Lambda Delta membership is open to Gettysburg College students who attain a grade point average of 3.50 or higher during their first year.

OTHER ACADEMIC HONORARY SOCIETIES

The College promotes excellence in the academic program by supporting the following honorary societies for students with outstanding academic records in a particular major or area of study.

Alpha Kappa Delta: International sociology honor society, open to majors who have taken at least four courses in the department and have a GPA of 3.0 or better in the major.

Alpha Psi Omega: Honorary society in theater.

Delta Phi Alpha: National honorary society that recognizes excellence in the study of German, provides incentives to higher scholarship, and promotes the study of the German language, literature, and civilization.

Eta Sigma Phi: Classics honorary society for students who have taken at least two courses in the classic department with a B or better average and who are enrolled in an additional classics course.

Omicron Delta Epsilon: Honorary society for majors in economics with proven intellectual curiosity and integrity, enthusiasm for the discipline, and with a minimum of four courses in economics with an average of at least 3.0 in the major and overall.

Phi Alpha Theta: Honorary society that recognizes academic achievement in history and that actively carries on dialogue about history related issues outside the classroom.

Phi Sigma Iota: Romance Languages honorary society, for juniors and senior majors in French and/or Spanish with at least a B average in the major and overall.

Pi Lambda Sigma: National honorary society for majors in management, economics, and political science with at least five courses in their major with a GPA of 3.1 or better.

Pi Sigma Alpha: Nu Psi chapter of the national political science honor society for junior and senior majors in political science. To qualify for membership, a student must meet the following criteria: a 3.0 grade point average overall, a 3.2 grade point average in the major, completion of four courses in the major, and rank in the top third of his or her class. Student officers administer the organization and plan programs as well as social events.

Psi Chi: Honorary society in psychology that serves to advance the science of psychology; for students who have completed a minimum of three courses and are enrolled in their fourth and who have achieved an average of at least 3.0 in the major and overall.

Sigma Alpha Iota: International society for women in music, advocating and encouraging excellence in scholarship, advancement of the ideals and aims of the Alma Mater, and adhering to the highest standards of citizenship and democracy.

Each year the registrar's office issues a listing of courses to be taught during the fall and spring semesters and the times they will be taught. Students should consult this announcement of courses to obtain the most current information about course offerings, as the College does not offer every course listed in the following pages each year.

Courses numbered 100-199 are usually at a beginning level. Intermediate courses are numbered 200-299. Courses numbered 300-399 are at an upperclass level. Courses numbered 400 and above are advanced seminars, internships, and individualized study.

Courses with two numbers, e.g., Art 111,112, span two semesters. For courses separated by a hyphen, the first numbered course must be taken as a prerequisite for the second. Where the two numbers are separated by a comma, either of the semesters of the course may be taken independently of the other.

Liberal Arts Core requirements for the BA and BS degrees are listed in the section, *Academic Regulations*. Requirements for a BSME are given under the Department of Music.

LIBERAL ARTS CORE REQUIREMENTS

Following is a listing of the courses that satisfy each of the Liberal Arts Core requirements. For more information, refer to the department introductions and course listings on the following pages.

Requirements and Courses That Fulfill the Requirements

The Arts

African American Studies 247; English 205; IDS 267; Music 101-112, 141, 244, 313, 314, or, with departmental permission, four semesters of applied music instruction with a capstone research project or paper. Theatre Arts, all courses, *except* 214, 328, 329; Visual Arts, all courses.

Humanities

African American Studies 130, 217, 224, 230, 233, 331; Civil War Era Studies 205; Classics, all 100- & 200-level courses; all French, German, Japanese, and Spanish literature and civilization courses. English, all courses, *except* Eng 101, 201, 203, 205, 207, 299, 300-307; History, all courses; IDS 103, 104, 161, 211, 216, 229, 235, 239, 241,

243, 244, 246, 247, 249, 260, 272; Italian 222; Japanese Studies 238, 247; Latin American Studies 140, 147, 220-229, 261; Philosophy, all courses except Phil 103 and 211; Religion, all courses; Theatre Arts 214, 328, 329; Women's Studies 216, 217, 219, 220, 221, 251.

Natural Sciences

All 100-level courses in Astronomy, Biology, Chemistry, Environmental Studies, and Physics.

Social Sciences

African American Studies 245, 265, 266; Anthropology, all courses, *except* 300-level methods course; Economics 103, 104; Japanese Studies 150, 225; Latin American Studies 262, 267; Political Science, all courses, *except* Pol 215; Psychology, all 100- & 200-level courses, *except* Psych 205; Sociology, all courses at the 100- or 200-level; Spanish 303, 351; Women's Studies 222, 226.

Foreign Language

French 202; German 202, 204; Greek 202; Italian 202; Japanese 202; Latin 202; Spanish 202, 204.

Quantitative Reasoning

Biology 260; Computer Science 103, 104; HES 332, 342; Mathematics, all courses; Philosophy 211; Political Science 215; Psychology 205; Sociology 303.

Writing Proficiency

English 101.

Non-Western Culture

African American Studies 130, 230, 233, 331; Anthropology, 103, 220, 228, 232, 234-237, 301; Economics 212, 213, 250, 253; History 104, 221-224, 271, 272, 373; IDS 229, 239, 268; Japanese Studies 150, 225, 238, 247; Music 102; Political Science 270, 271, 362, 363; Religion 248, 249, 250-252, 256, 340, 350; Visual Arts 227, 228, 247, 248; Women's Studies 219, 226.

Health & Exercise Sciences

HES 107 and any HES quarter course.

FIRST-YEAR SEMINARS

First-Year Seminars are an array of specially designed courses offered only to first-year students. Participation in these seminars is not required, nor is enrollment in them guaranteed. All seminars have small enrollment, focus on a special or narrow topic, emphasize active and collaborative learning, and are usually conducted in a residential college setting. They may fulfill a general education requirement; serve as an alternative introduction to the methods and problems of a discipline and count toward a major; or be an interdisciplinary elective. While the focus of each seminar is different, all seminars require students to analyze and discuss course content. Among the skills taught are writing, speaking, research methods, and quantitative reasoning.

Instructors from a wide variety of disciplines teach First-Year Seminars in sections of no more than 16 students each. Most First-Year Seminars are offered in the fall semester.

AFRICAN AMERICAN STUDIES

Cecil Gray, Coordinator

Overview

African American Studies is the systematic study of African life—both diasporan and continental. As a structured discipline, African American Studies focuses on the myriad expressions of African cultures, incorporating several fundamental paradigms and methodological approaches that inform its inquiry into the history and contemporary dimensions of African traditions.

The objective of the African American Studies Program is to contribute to the intellectual depth and breadth of a well-rounded liberal arts education. It endeavors to provide a solid grounding in alternative philosophical traditions—an essential orientation in an increasingly globalized world. The African American Studies Program seeks to familiarize students with alternative epistemological approaches, theories, and paradigms that better conceptualize, explain, and incorporate the contemporary interests and concerns of the majority of the world's peoples and their societies. African American Studies provides a more profound understanding of the social realities, experiences, and continuing contributions to human civilization of the peoples of African descent and heritage.

The African American Studies Program emphasizes the social sciences and humanities, and may include a range of courses, as well as opportunities for independent and off-campus study in Africa.

Requirements and Recommendations

Special Major in African American Studies

Students intending to pursue a special major in African American Studies must submit a proposal for their individual plan of study to African American Studies and the Committee on Interdepartmental Studies. The proposed program must be an integrated plan of study that incorporates course work from a minimum of two departments or fields. A special major must include a total of ten to twelve courses, no fewer than eight of which must be above the 100-level; three or more courses at the 300-level or above; and a 400-level individualized study course, which is normally taken during the senior year. Students should consult with Prof. Gray in the first or second year of studies.

Liberal Arts Core Requirements

AAS 130, 217, 224, 230, 233, and 331 fulfill the Liberal Arts Core requirement in humanities. AAS 247 satisfies the Liberal Arts Core requirement in the arts. AAS 245, 265, and 266 fulfill the liberal arts requirement in social sciences. AAS 130, 230, 233, and 331 fulfill the non-Western culture requirement.

African American Studies Minor

Students wishing to minor in the program are required to complete six courses: AAS 130, AAS 331, an AAS Individualized Study course, and three other core-affiliated courses. Students wishing to minor in African American Studies should consult with Mr. Gray.

CORE COURSES

130 Introduction to African American Studies

Consideration of African Americans within the broader context of the African diaspora. Students are introduced to a broad range of themes in their historical context, from the African origin of world civilization to the formation of African American societies and cultures. Other themes include the enslavement of Africans, rise and fall of slavery, Civil Rights and Black Power struggles, and the emergence of African Centered scholarship and praxis.

Ms. Barnes, Mr. Chiteji, Ms. Glascoe, Mr. Gray

217 Slavery and the Literary Imagination Study of various forms of discourse on American chattel slavery—emancipatory narratives written by ex-slaves; slave narratives recorded by WPA writers; socio-historical essays; neo-slave narrative written by contemporary novelists; poetry, ballads, spirituals and folklore. Students examine the experiences of the middle passage, chattel slavery, and emancipation, as described by African American writers.

Ms. Barnes

224 Religions of African Americans Examination of the religious traditions of black Americans from “slave religion” to the present. Course focuses on the religious beliefs of African Americans and the ways those beliefs have been used to develop strategies to achieve freedom and justice. Subjects covered include the influence of African religion, African American religious nationalism, Pentecostalism, spirituals and gospel music, and the Civil Rights movement. Offered in alternate years.

Staff

230 Introduction to Africa Study of the various regions and cultures of Africa, with emphasis on the historical and cultural forces that have shaped modern Africa. Course examines African kinship systems, African religious and philosophical beliefs, political traditions, agricultural production and trade, and the effects of powerful external forces on African societies.

Staff

233 Southern African: History, Conflict, and Change Introduction to a dynamic, yet conflict-ridden part of the African continent. Course focuses on characteristics of the precolonial societies and the nature of their early contact with the European settlers in the seventeenth century, the triumph of the white immigrants over indigenous Africans, the emergence of South Africa as a regional economic power, and the social contradictions that have come to characterize what is now called the Republic of South Africa. A subject of special attention will be the internal and external opposition to racial oppression.

Mr. Chiteji

245 Slavery in the Southern United States Study of slavery in the U.S. South, both as a sociocultural and an economic institution. Focus is on the origins of slavery and racism, mechanisms of enslavement, African American responses to slave status, unique burdens of the

female slaves, and institutional structures of the slave community. Course examines several major controversies involving historical interpretation and plantation reality, as well as economic cost and benefits of the emancipation to the African Americans.

Mr. Chiteji

247 African American Traditional Music Study of the history of African American musical traditions. Course begins with a brief survey of African antecedents and covers both spirituals and secular music of the slavery period, work songs, ballads, blues, ragtime and jazz, gospel music, rhythm and blues, and beginnings of rock 'n roll. Primary focus is on musical elements of these traditions, their meaning in a cultural context, the ways in which this music differs from white music and reflects an Afrocentric consciousness, and the influence this music has had on American music. Previous musical knowledge is not required.

Mr. Winans

250–260 Topics in African American Studies

Rigorous, detailed examination of the philosophical and intellectual traditions that shape a common social heritage shared by Africans and African Americans. Course assumes a cultural perspective toward human organization to understand the social dimensions of the historical and contemporary ordering and governance of African life by systems of religious, economic, and educational thought.

Staff

252 The Civil Rights Movement: Mississippi, A Case Study Course focuses on the Civil Rights Movement in the South. Social and historical origins of the movement are reviewed. Topics of interest include the philosophy of non-violence, the role of students and young people, the ideological differences of the major civil rights organizations, and the contributions of local leaders and community people. Significance of the civil rights movement is considered in the context of its relevance to the contemporary situation of African Americans.

Ms. Glasco

253 West Africa to Southeastern U.S. Study of historical, linguistic, social and cultural connections that exist between the Mano River Tri-Union States of Sierra Leone, Guinea, and Liberia, and West Africa and African Americans who inhabit the Southeastern region of the

United States, particularly the sea islands and coastal plains regions of South Carolina and Georgia. Course examines linkages that exist between West African languages and the Gullah-Geechee language patterns of Georgia and South Carolina as well as West-African family and folk traditions still in practice in this area.

Ms. Glascoe

265 African American Social Movements Study of political movements that have developed within African American communities of the U.S., and, in some instances, spread throughout the African diaspora. Students examine such movements from the colonial era through the twentieth century in an effort to trace both change and continuities in thought and methods of action.

Mr. Chiteji

266 The Sociology of African Americans Critical introduction to the study of the organization and functioning of African American society—its development, the endogenous structures that compose and define it, and its relationship and interaction with the people and social forces external to it. Course takes a sociological approach to the epistemological orientation of concepts, methodologies, and theories basic to understanding African American reality. Course is organized primarily as a seminar and devotes considerable time to discussions of various issues and problems raised by the readings.

Staff

331 African and African American Intellectual History Exploration of thought and action over millennia, and how the same have shaped African people. Course considers noteworthy thought systems, documents, thinkers and theories, practitioners and products; examines such ancient contributions as *The Book of Ptahhotep*, and identifies sources of Greek philosophy, contributions to Jewish-Christian-Islamic philosophies, and medieval sources. Students also examine the contributions of such figures as Douglass, Delany, DuBois, Garvey, Césaire, Diop, Wright, Malcolm, Baldwin, King, Fannie Lou Hamer, Morrison, West, Tupac Shakur, Lauryn Hill, and others. *No prerequisite.*

Mr. Gray

332 Seminar: Focus on W.E.B. DuBois Course surveys life and writings of William Edward Burghardt DuBois, the foremost African American intellectual of his time and cofounder of the National Association for the Advance-

ment of Colored People. DuBois' work in history, sociology, creative writing, and journalism are reviewed, as well as his efforts to give leadership to the struggles of African and African American people. Attention will be given to the leadership role DuBois assumed in African American education, along with his work for Pan Africanism and world peace.

Ms. Glascoe

401 African American Studies Seminar

Topics vary each year.

Mr. Chiteji, Mr. Gray

Independent Study Individual tutorial, research project, or internship. Requires permission of an instructor who will supervise the project. Instructor can supply a copy of a statement of departmental policy regarding grading and major credit for different types of projects. Either semester.

Staff

Cross-Listed Course

(See appropriate departmental listings for descriptions of the following courses.)

Eng 235 Survey of African American Literature

Eng 252 African American Literature Since 1955

Eng 254 African American Literature Before 1955

Eng 349 Contemporary African American Women Writers

Eng 353 Discourses of Resistance

Hist 238 African American History: A Survey

Hist 271 African History and Society to the 1800s

Hist 272 African History and Society from the 1800s

Rel 225 Religion in the Civil Rights Movement

Rel 256 Introduction to African Religion

Affiliated Courses

Econ 250 Economic Development

Econ 253 Introduction to Political Economy and the African Diaspora

Fren 331 LaFrancophonie

Hist 236 Urbanism in American History

IDS 235 Introduction to African Literature

Mus 102 World Music Survey

Mus 110 Survey of Jazz

Pol Sci 263 Politics of the Development Areas

Pol Sci 252 North-South dialogue

BIOCHEMISTRY AND MOLECULAR BIOLOGY

Sherman Hendrix and Joseph Grzybowski, Coordinators

Biochemistry and molecular biology is an interdisciplinary program that studies the biology and chemistry of the structures and chemical reactions within cells by using contemporary methods of biochemical analysis, recombinant DNA technology, and molecular biology.

Students may earn a B.S. degree in biochemistry and molecular biology by completing the following courses:

Biology 111 Introductory Biology
Biology 112 Form and Function in Living Organisms
Biology 211 Genetics
Biology 212 Cell Biology
Biology 351 Molecular Genetics
Chemistry 107 Chemical Structure and Bonding
Chemistry 108 Chemical Reactivity
Chemistry 203 Organic Chemistry
Chemistry 204 Organic Chemistry
Chemistry 305 Physical Chemistry
Chemistry 317 Instrumental Analysis
Chemistry 333 Biochemistry
Chemistry (or Biology) 334 Biochemistry
Mathematics 111 Calculus I
Mathematics 112 Calculus II
Physics 111 Mechanics and Heat
Physics 112 Waves, Electricity, and Magnetism
Biology 460 or Chemistry 460 Individualized Study/Research

The program is directed by a Biochemistry and Molecular Biology Committee (BMBC), consisting of biology and chemistry faculty members. Individualized Study projects (Biology 460, Biology 461, Chemistry 460, or Chemistry 465) may be directed by any member of the BMBC. Otherwise, the project requires the approval of the BMBC.

BIOLOGY

Professors Cavaliere, Commito, Hendrix (Chairperson), Mikesell, and Sorensen
Associate Professors Delesalle, Etheridge, Fong, Hiraizumi, James, and J. Winkelmann
Assistant Professor Cleveland and Urcuyo
Laboratory Instructors Hulstether, Price, Reese, H. Winkelmann, and Zenan

Overview

Courses in the department are designed to provide a foundation in basic biological concepts and principles, and the background

necessary for graduate study in biology, forestry, medicine, veterinary medicine, dentistry, optometry, and other professional fields. Most courses in the department include laboratory work.

Requirements and Recommendations

The biology department offers both a Bachelor of Arts (B.A.) and a Bachelor of Science (B.S.) degree for the major.

B.A. Requirements: A minimum of eight biology courses, including Biology 111, 112, 211, and 212, are required of all majors. Internships are excluded. Beyond these four, no specific biology courses are required. Every program must include at least one course from each of two areas: plant biology (Biology 200, 202, 204, 217, or 218) and animal biology (Biology 220, 223, 224, 225, 227, or 340). No single course may satisfy more than one area. Biology 111, (or 101) and 112 are prerequisites for all upper-level biology courses. Enrollment in Biology 112 requires a grade of C or better in Biology 101, or a grade of C or better in Biology 111. Continuation in the biology major requires a grade of C or better in Biology 112.

Chemistry 107, 108 is required of all majors. It is strongly suggested, but not mandatory, that Chemistry 107, 108 be taken in the first year. Physics 103, 104 (or Physics 111, 112), and Math 111 (or Math 105, 106) are also required.

B.S. Requirements: In addition to the courses noted above, the B.S. degree requires Individualized Study (Biology 460 or 461) and Chemistry 203–204.

A minor in biology includes Biology 111 (or 101), 112, and any other four courses in the department (provided that all prerequisites are met) that would count toward the major.

All courses taken to satisfy the requirements for the B.A. or B.S. degree or for the minor must be taken using the A–F grading system.

Liberal Arts Core Requirements

The Liberal Arts Core requirement in the natural sciences may be satisfied by Biology 101 (or 111) and Biology 102 (or 112), or Biology 103.

Special Facilities

Two greenhouses, herbarium, environmental chambers, animal quarters, aquarium room, electron microscopy laboratory housing both scanning and transmission electron microscopes, research laboratories, and computing facility.

Special Programs

Dual-degree programs in forestry and environmental studies with Duke University, nursing with the Johns Hopkins University, and optometry with Pennsylvania College of Optometry. Cooperative programs in marine biology with Duke University and the Bermuda Biological Station for Research.

101 Molecules, Cells, and Genes Introduction to cell biology, bioenergetics, gene expression, and patterns of inheritance with a focus on important topical issues. Laboratory emphasizes the experimental nature of biological investigation. Designed (along with Biology 102 or 103) for completion of the Liberal Arts Core requirement in the natural sciences. Students not majoring in biology but who are interested in the health professions may, with a grade of C or better in Biology 101, enroll in Biology 112. Three class hours and laboratory.
Staff

102 Contemporary Topics in Biology: The Biological Basis of Disease Designed for nonscience majors. Course covers selected biological topics related to human diseases and focuses on contemporary problems and their possible solutions. Three class hours and laboratory. *Prerequisite:* Biology 101.
Staff

103 Contemporary Topics in Biology: Evolution of Life Designed for nonscience majors. Course covers selected biological topics related to the evolution of life and human evolution. Three class hours and laboratory. *Prerequisite:* Biology 101.
Staff

111 Introductory Biology: Introduction to Ecology and Evolution Designed to introduce students to general biological principles, with a focus on ecology and evolution. Topics include adaptation, nutrient cycling and energy flow, population growth and species interactions, Mendelian and population genetics, speciation, and the history of life. Laboratory emphasizes the experimental nature of biological investigation. Designed for science majors with a high school background in biology, chemistry, and mathematics. Three class hours and laboratory, plus one hour discussion.
Staff

112 Form and Function in Living Organisms Designed for science majors. Functional design of plants and animals is emphasized. Aspects of

evolution, phylogeny, and ecology are also covered. Three class hours and laboratory. *Prerequisite:* Biology 111 (or 101).
Staff

200 Physiology of Plant Adaptations Major structural systems, physiological processes, and adaptations of plants to their environment. Topics include growth regulatory substances, photoperiodic responses, water balance, nutrition, plant defense mechanisms, and the responses of plants to environmental changes. Three hours lecture.
Mr. Cavaliere

202 Structural Plant Development Anatomical approach to the study of higher plant structures. The origin and differentiation of tissues and organs, environmental aspects of development, and plant anomalies are studied. Six hours in class-laboratory work.
Mr. Mikesell

204 Biology of Flowering Plants Identification, classification, structural diversity, ecology, and evolutionary relationships of the angiosperms. Course includes field work for collection and identification of local flora. Three class hours and laboratory-field work. Alternate years.
Ms. Delesalle

205 Ecology Principles of ecology, with emphasis on three levels of the biological hierarchy—organisms, populations, and communities—that are needed to understand the factors that determine the abundance and distribution of any species. Course includes a number of field trips. Three class hours and laboratory-field work. Credit cannot be received for both this course and Environmental Studies 211. Students can substitute Environmental Studies 211 for Biology 205.
Ms. Delesalle

211 Genetics Overview of principles of genetics. Topics include chemical nature of genes, Mendelian and non-Mendelian inheritance, gene regulation, genetic engineering, molecular evolution, and population genetics. Three class hours and laboratory. *Prerequisite:* Chemistry 107, 108.
Mr. Hiraizumi

212 Cell Biology Structure and function of eukaryotic cells. Protein structure, enzyme function, membrane structure and transport, protein sorting, energy transduction by mitochondria and chloroplasts, chromosome

structure, cell division and cell-cycle control, cell communication, cell motility, and the behavior of selected differentiated cells. Three class hours and laboratory. *Prerequisite:* Chemistry 107, 108, and Biology 211.

Mr. Sorensen

215 Electron Microscopy Introduction to basic theory and practice of transmission and scanning electron microscopy, techniques of tissue preparation, and introduction to interpretation of animal and plant ultrastructure. Each student is required to complete an independent project. Six hours in class-laboratory work. *Prerequisite:* Permission of instructor.

Mr. Cavaliere and Mr. Hendrix

217 An Evolutionary Survey of the Plant Kingdom Synopsis of embryo-producing plants, primarily liverworts, mosses, fern allies, ferns, and seed plants. Emphasis is on comparative morphology of vegetative and reproductive characters, unique features, and evolutionary trends in plants. Six hours in class-laboratory work.

Mr. Mikesell

218 Biology of Algae and Fungi Study of algae (phycology) and fungi (mycology) in aquatic and terrestrial ecosystems with emphasis on their role in primary production and decomposition. Topics include identification, morphology, reproduction, ecology, and phylogeny of these organisms. Culture techniques and principles of plant pathology and medical mycology are also considered. Six hours in class-laboratory work.

Mr. Cavaliere

223 Parasitology Introduction to the general principles of parasitism, with emphasis on the epidemiology, taxonomy, morphology, and physiology of the major groups of protozoan, helminth, and arthropod parasites of humans and other animals. Three class hours and laboratory.

Mr. Hendrix

224 Vertebrate Zoology Introduction to systematics, distribution, reproduction, and population dynamics of vertebrates. Field and laboratory emphasis on natural history, collection, and identification. Optional trip to North Carolina. Six hours in class, laboratory, and field work.

Mr. Winkelmann

225 Animal Behavior Study of animal behavior through readings, discussions, and field and laboratory observations. A wide range of phenomena are considered, from simple reflex responses to complex social organizations. Role of behavioral adaptations in the biology of animal species is emphasized. Three class hours and laboratory.

Mr. Winkelmann

227 Invertebrate Zoology Biology of the major metazoan invertebrate groups, with emphasis on adaptive morphology and physiology and on evolution. Six hours in class-laboratory work.

Mr. Fong

230 Microbiology Biology of viruses and bacteria, with emphasis on morphology, metabolism, taxonomy, reproduction, and ecology. Laboratory includes isolation, culture, environmental influences, identification, and biochemical characterization of bacteria and their viruses. Three class hours and laboratory.

Mr. Hendrix

260 Biostatistics Designed for students in biology who plan to engage in individualized study and/or research. Topics include the nature of biological data and the statistical procedures to analyze them. Special attention given to experimental design and hypothesis testing. Three class hours and one hour discussion. Credit cannot be received for both this course and Mathematics 107, Psychology 205, Sociology 303, or Economics 241.

Ms. Cleveland

306 Marine Ecology Analysis of the ecology of marine systems. The open ocean, salt marshes, beaches, mud and sand flats, seagrass beds, rocky shores, coral reefs, and deep sea are examined. Problems of pollution, beach erosion, and the management of declining fisheries is also presented. Quantitative field work in a variety of coastal habitats is conducted on a required field trip to Duke University Marine Laboratory and the Outer Banks barrier island chain. Three class hours and laboratory-field work. *Prerequisite:* Environmental Studies 211 or Biology 205. Alternate years.

Ms. Cleveland, Mr. Urcuyo

307 Limnology Study of the physical, chemical, and biological characteristics of inland waters. Topics include nutrient cycling, biological interactions, and effects of human activities. Course includes individual research projects and a number of field trips. Six hours in class,

laboratory, and field work. *Prerequisite:* Environmental Studies 211 or Biology 205 or consent of instructor.

Mr. Fong

314 Evolution Study of the transformation and diversification of populations through time.

Topics include history of life, adaptation, selection and population genetics, speciation and extinction, evolutionary innovations, and patterns of diversity. Three class hours and one hour discussion. *Prerequisite:* Biology 211.

Alternate years.

Ms. Delesalle

320 Developmental Biology Survey of the phenomena and principles of animal development. Major attention is given to embryonic development in multicellular animals. Vertebrates are emphasized in the study of organ development. Three class hours and laboratory. Alternate years. *Prerequisite:* Biology 211, 212

Mr. Sorensen

332 Immunobiology Introduction to the vertebrate immune system at the molecular, cellular, and organismal levels. Antibody structure, antigen-antibody interaction, the genetics of antibody diversity, the immune response, and the bases of self/non-self discrimination are emphasized. Three class hours. *Prerequisites:* Biology 211, 212.

Alternate years.

Mr. Sorensen

334 Biochemistry Detailed examination of primary and secondary metabolic pathways in microbes, plants, and animals. Application to metabolic disorders, infections, and medical advances in the treatment of the above conditions are incorporated into course. Laboratory work includes an independent research project. *Prerequisite:* Biology 212.

Course is cross-listed as Chemistry 334.

Ms. Holland

340 Comparative Animal Physiology Regulation of basic physiological processes in animals. Unifying principles are studied using a comparative approach. Lecture and laboratory are combined in two three-hour sessions. *Prerequisite:* Biology 212. Credit cannot be received for both this course and HES 210.

Ms. Etheridge

351 Molecular Genetics Study of the basic mechanisms of information storage and retrieval from DNA and RNA. Topics include genome organization and the regulation of

gene expression in prokaryotes and eukaryotes; DNA replication and repair; molecular genetics of cancer and human-inherited disorders; and recombinant DNA technology. Three class hours and laboratory. *Prerequisite:* Biology 211, 212.

Mr. James

453 Individualized Study: Tutorial Independent investigation of a topic of special interest, directed by a faculty member familiar with the general field of study. May be used as preparation for enrollment in Biology 460. *Prerequisite:* Approval of directing faculty member.

Staff

460 Individualized Study: Research Independent investigation of a topic of special interest, normally including both literature and laboratory research. Directed by a faculty member familiar with the general field of study. Results of investigation are presented to the department. Open to juniors and seniors. A grade of B- or higher must be earned to receive a B.S. degree. A single Individualized Study may be used toward one of the eight courses required for the B.A. degree. *Prerequisite:* Approval of both the directing faculty member and department.

Staff

473 Individualized Study: Internship

Independent internship experience under the direct supervision of professional personnel in a variety of biology-related areas. Internship may be arranged by the department or the student. Must combine practical work experience with an academic dimension. Library research paper on a subject related to the experience is required. *Prerequisite:* Approval of both supervisor and department. Contact internship office for application and further assistance.

Mr. Cavaliere

CHEMISTRY

Professors Grzybowski (Chairperson), Jameson,

Parker, and Rowland

Associate Professor Holland

Assistant Professor Wallock

Laboratory Instructors Boylan, Gregory, and Jones

Overview

Each course offered by the department provides an opportunity for a concentrated study of the various principles of contemporary chemical knowledge. From the introductory to the advanced courses, application is made of basic theories and methods of chemical investigation.

Courses offered by the department utilize lectures, discussions, library work, on-line computer literature searching, computer-assisted instructional programs, videotapes/films, and laboratory investigations in order to emphasize the concepts that underlie the topics covered. Each course, as well as the major itself, is designed for the curious and interested student.

The chemistry major is approved by the American Chemical Society, as is an additional major in chemistry/biochemistry. Paths taken by majors after graduation are varied; many enter graduate work in chemistry or biochemistry. Graduates also enter medical and dental schools, industrial and government research laboratories, secondary school teaching, and numerous other fields.

Requirements and Recommendations

The eight basic courses required for the Bachelor of Arts degree are Chemistry 107, 108, 203, 204, 221, 305, 306, and 317. Students who complete these eight basic courses along with Chemistry 373, Research (Chemistry 460 or 465), and one additional chemistry course may choose to receive a Bachelor of Science degree. An interdisciplinary major is offered in Biochemistry and Molecular Biology; the complete description is listed under that title. Physics 111 and 112 and Mathematics through 211 are required of all chemistry majors. Additional courses in mathematics (212), biology, and physics may be recommended for those contemplating graduate study in certain areas. Junior and senior majors are expected to join with staff members in a seminar series that is designed to provide an opportunity for discussion of student initiated research and current developments in chemistry.

Approved safety goggles must be worn at all times in all laboratories. Prescription glasses may be worn under safety goggles.

For the prospective secondary school teacher, the department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary Chemistry. Introductory biology is required for certification.

Individualized study and independent laboratory work are available in connection with some courses. During the junior or senior year, majors may elect Chemistry 460, a research course in which a student can utilize his or her knowledge and creativity intensively. Summer research, Chemistry 465, is encouraged strongly and is elected by many majors.

The optional minor shall consist of Chemistry 107 and 108, plus four other chemistry courses at the 200 level or above. Individualized Study courses may not be counted toward the optional minor.

Liberal Arts Core Requirements

The following combinations of chemistry courses may be used to satisfy the Liberal Arts Core requirement in the natural sciences: either 101, 107, or 111, followed by 102, 108, or 112. (Course credit will not be given for more than two introductory chemistry courses. Chemistry 101–102 and 111–112 are inactive.)

Special Facilities and Programs

Breidenbaugh Hall, which houses chemistry and biochemistry classrooms and laboratories, was renovated in 1985. The department's major instrumentation includes a Fourier Transform NMR Spectrometer, a Fourier Transform Infrared Spectrometer, a diode array UV-visible Spectrometer, a Gas Chromatograph-Mass Spectrometer, a Waters HPLC with diode array detector, a high speed centrifuge, and an automatic polarimeter. Chemistry majors receive significant hands-on experience with all major instrumentation beginning in the sophomore year. The department's library is at the disposal of all students. Numerous lectures and seminars are sponsored by the department and the chemistry club, Sceptical Chymists. These involve resource persons from universities, industries, government agencies, and professional schools, and are designed to complement the curricular activities of the department. An annual highlight is a three-day visit by an outstanding scholar in the field of chemistry. The program is supported by The Musselman Endowment for Visiting Scientists. Many qualified upperclass students—chemistry majors and others—gain valuable experience from serving as laboratory assistants and tutors.

107 Chemical Structure and Bonding Study of fundamental chemical principles, including stoichiometric relationships, properties of matter, and theories of bonding with a strong emphasis on atomic and molecular structure. Laboratory experiments are designed to offer a hands-on familiarity with the principles discussed in the lectures. Three lecture hours and one laboratory.

Staff

108 Chemical Reactivity Principles covered in Chemistry 107 are applied to broader topics such as kinetics, equilibrium, electrochemistry, and thermodynamics, with an emphasis on

interdisciplinary topics. Laboratory work is designed to illustrate and complement materials discussed in class. *Prerequisite:* Chemistry 107 or 111. Three lecture hours and one laboratory. *Staff*

203 Organic Chemistry Study of the fundamental concepts of the chemistry of carbon compounds, with emphasis on molecular structure, reaction mechanisms, stereochemistry, and the application of spectroscopy to problems of identification.

Prerequisite: Chemistry 108 or 112. Three lecture hours, one lab discussion hour, and one laboratory afternoon.

Mr. Rowland

204 Organic Chemistry Study of the various classes of organic compounds, including substitutions in the aromatic nucleus, cyclic compounds, and natural products such as amino acids, carbohydrates and peptides. *Prerequisite:* Chemistry 203. Three lecture hours, one lab discussion hour, and one laboratory afternoon.

Mr. Rowland

221 Chemical Applications of Spectroscopy

Study of the theories and applications of infrared, ^1H and ^{13}C nuclear magnetic resonance, and mass spectroscopy are discussed in relation to the importance of these spectroscopic methods in the analysis of chemical systems. Scope and limitations of each type of spectroscopy are covered. Course work includes lectures, discussions, student oral presentations, and laboratory sessions. Lab periods involve use of spectrometers in the identification of organic compounds. Lecture work is supplemented by films, videotapes, and computer-assisted instructional programs.

Prerequisite: Chemistry 203.

Mr. Rowland

305 Physical Chemistry Study of the principles of statistical thermodynamics and chemical kinetics as applied to the states of matter, chemical reactions and equilibria, and electrochemistry, using lectures, readings, problems, discussions, and laboratory exercises. Computers are used as a tool for solving problems and for the reduction of experimental data. *Prerequisites:* Chemistry 108, Physics 112, mathematics through calculus (usually Math 211). Three lecture hours, one discussion hour, and one laboratory afternoon.

Mr. Wedlock

306 Physical Chemistry Introduction to theories of quantum mechanics, spectroscopy, and molecular reaction dynamics and their application to chemical systems through the use

of problems, lectures, readings, discussions, and laboratory investigations. *Prerequisite:* Chemistry 305. Three lecture hours, one discussion hour, and one laboratory afternoon.

Mr. Wedlock

317 Instrumental Analysis Study of chemical analysis by use of modern instruments. Topics include complex equilibria, electroanalytical methods, quantitative spectroscopy, chromatography, and Fourier transform methods. Analytical techniques will be studied from both a chemical and an instrumental point of view. The laboratory stresses quantitative analytical procedures and includes an independent project. *Prerequisite:* Chemistry 108. Three lecture hours and one laboratory afternoon.

Mr. Grzybowski

333 Biochemistry Detailed study of the structure and function of macromolecules as they pertain to living organisms. Emphasis on bioenergetics, metabolic pathways, and current topics.

Prerequisite: Chemistry 204. Three lecture hours and one laboratory afternoon.

Ms. Holland

334 Biochemistry Detailed examination of primary and secondary metabolic pathways in microbes, plants, and animals. Application to metabolic disorders, infections, and medical advances are incorporated into course. Laboratory work includes an independent research project. *Prerequisite:* Chemistry 333 or permission of instructor. Three lecture hours and one laboratory afternoon. Course is cross-listed as Biology 334.

Ms. Holland

353 Advanced Organic Chemistry Study of synthetic, mechanistic, and theoretical concepts in organic chemistry. Particular emphasis is on the study of methods used to determine organic reaction mechanisms, stereospecific reactions, pericyclic reactions, and the design of multistep syntheses of complex molecules. *Prerequisites:* Chemistry 204 and 221. Three lecture hours.

Mr. Jameson

373 Advanced Inorganic Chemistry Study of valence bond, crystal field, and molecular orbital theories; boron chemistry; organometallic compounds; structural, kinetic, and mechanistic studies of coordination compounds. Group theory and symmetry are applied to various systems.

Prerequisite: Chemistry 305. Three lecture hours.

Mr. Parker

390 Advanced Laboratory Techniques in

Chemistry Designed to combine and expand upon the laboratory skills learned in the fundamental courses of the first two years. Numerous projects are pursued in organic and inorganic chemistry, utilizing a combination of library skills (e.g., on-line computer searching), advanced laboratory skills (e.g. inert atmosphere techniques, modern separation methods, and advanced spectroscopic characterizations), and scientific writing skills. Course prepares students for independent research in the senior year.

Prerequisite: Chemistry 221.

Mr. Jameson

460 Individualized Study Research Independent investigation in an area of mutual interest to the student and faculty director. Project normally includes both a literature and a laboratory study. An oral report to staff and students and a final written thesis are required. A student wishing to enroll in this course should consult with the faculty director at least two weeks before the end of the semester preceding the semester in which this course is to be taken.

Prerequisites: Chemistry 390 and/or permission of faculty director and approval by department. Open to junior and senior chemistry majors. Offered both semesters.

Staff

465 Individualized Study Research (Summer)

Funded ten-week independent investigation in an area of mutual interest to the student and research director. Project normally includes both a literature and a laboratory study. Oral reports to staff and students and a final written thesis are required. Students wishing to enroll should consult with a chemistry department faculty member early in the spring semester.

Prerequisites: Chemistry 390 and/or permission of research director and approval by department.

Staff

CIVIL WAR ERA STUDIES

Matt Gallman, Director

Overview

Supported by a grant from the Henry R. Luce Foundation, Civil War Era Studies is devoted to the establishment and administration of interdisciplinary academic programs on the Civil War Era. The Office of Civil War Era Studies administers two programs: The Civil War Era Studies Minor and The Gettysburg Semester.

The Civil War Era Studies Minor is an interdisciplinary program concentrating on mid-nineteenth century America and on the period's enduring importance for modern America.

Minor Requirements: Six courses are required, including Civil War Era Studies 205 and 400. The remaining four courses may be selected from the CWES cross-listed elective courses. The four elective courses are subject to the following restrictions: The electives must be in at least two different departments. (IDS courses and electives with a CWES designation will be treated as separate departments.) No more than two elective courses can be from the student's major field of study; and no more than two electives may be taken at the 100 level. Students are allowed to fill one elective requirement with either an internship or an independent study course, subject to the normal College requirements.

The Gettysburg Semester is a semester-long immersion in Civil War Era Studies for visiting students from other campuses. Each fall participants in The Gettysburg Semester attend a two-course seminar taught by Professor Gallman, take Gettysburg College courses on the Civil War Era taught by faculty from various disciplines, attend numerous historic field trips and battlefield tours, and have the opportunity to work on independent projects or internships.

Details on both Civil War Era Studies programs are available on the Gettysburg College Web site by selecting "Civil War" from Quick Links on the home page.

Liberals Arts Core Requirements

Civil War Era Studies 205 satisfies the Liberal Arts Core requirement in the humanities.

CWES Minor Core Courses

CWES 205 Introduction to the Civil War Era

CWES 400 Special Topics in the Civil War Era

CWES Cross-Listed Courses Elective Courses

(See appropriate departmental listings for descriptions of the following courses.)

FYS 183 First-Year Seminar: Gettysburg

English 205 Introduction to Creative Writing: CWES Section

English 217 Slavery and the Literary Imagination

English 359 American Literature of the Civil War Era

History 245 Gender and the American Civil War

History 345 Civil War

History 410 Senior Research Seminar:

Abraham Lincoln

IDS 216 Visions of Reconstruction

IDS 217 The American Civil War on Film

Philosophy 105 Contemporary Moral Issues:
Nineteenth Century Counterpoints

Philosophy 340 American Philosophy

205 Introduction to the Civil War Era

Interdisciplinary introduction to the Civil War Era (roughly 1840–1880) in American history. Course focuses on the causes of the Civil War, the war years themselves, both at home and on the battlefield, and Reconstruction. Also introduces students to a range of disciplinary approaches to the Civil War Era. *History majors can count either CWES 205 or History 345 as a major course.*

Mr. Gallman

274 Practicum in Archaeological Analysis

Practical learning experience in archaeological data analysis and research. Working with the staff of the Gettysburg National Military Park, students carry out labwork, including artifact processing and classification, data entry and research. Exact mix of activities varies from semester to semester. *Prerequisite:* Consent of instructor and previous course work in archaeology, history or Civil War Era Studies. *One-half credit course; may be repeated with consent of instructor. Same as ANTH 274.*

Ms. Hendon

347 Women in Public: Gender and Cultural

Transformation in the United States, 1840–1900

A seminar on American women's history from before Seneca Falls until the early twentieth century, with an emphasis on the entrance of women into the public arena. Theoretical focus is on the range of ways in which women challenged popular notions of gendered spheres. Designed for students from all majors with some background in women's studies or women's history.

Mr. Gallman

400 Special Topics in the Civil War Era

Topical seminar on an aspect of the Civil War Era, with links drawn between the Civil War Era and modern America. Specific focus shifts from year to year. *Prerequisite:* Permission of instructor, with preference given to minors in Civil War Era Studies.

Mr. Gallman

CLASSICS

Associate Professors Cahoon, Snively, and Zabrowski (Chairperson)

Overview

Courses offered are designed to acquaint the student with the language, literature, history, and civilization of Greece and Rome—societies that present a microcosm of human experience. Learning how the founders of Western civilization dealt with such conflicts as the aspirations of youth and the compromises of middle age, the claims of community and individual rights, the ecstasy of love, and the despair of loss can help us understand our own thoughts and emotions as we confront these age-old problems and pressures.

Requirements and Recommendations

The department offers majors in Greek, Latin, and Classical Studies.

Latin Major:

Seven courses in Latin beyond Latin 102 (including Latin 312), and Classics 121, 122, 252, 400.

Greek Major:

Seven courses in Greek beyond Greek 102, and Classics 121, 122, 251, 400.

Classical Studies Major:

Eleven courses (including Greek or Latin through at least the 202-level), and Classics 121, 122, and 400.

In both Greek and Latin language courses, 201 and 202, or their equivalents, are prerequisites for all higher language courses.

A minor in Classical Studies consists of six courses in the department, including a minimum of two language courses.

A minor in Latin consists of six courses in Latin above 102 or five courses in Latin above 102 and Classics 122 or Classics 252.

A minor in Greek consists of six courses in Greek above 102 or five courses in Greek above 102 and Classics 121 or Classics 251.

Liberals Arts Core Requirements

Greek 202 or Latin 202 satisfy the foreign language Liberal Arts Core requirement. All 100- and 200-level classical studies courses count toward the Liberal Arts Core requirement in humanities.

Classical Studies 251 and 252 may be counted toward a major in history; Classical Studies 230 may be counted toward a major in religion; and Classical Studies 264, 266, and 270 may be counted toward a major in theatre arts.

For prospective secondary school teachers the department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary Latin.

Special Programs

Through a cooperative arrangement under the auspices of the Central Pennsylvania Consortium, Gettysburg College shares membership in the Intercollegiate Center for Classical Studies in Rome, whose program has been approved as a Gettysburg College affiliated program. The department encourages majors to spend a semester at the Center in Rome. (For details, see *Off-Campus Study*.)

College Year in Athens, Inc. has also been approved as a Gettysburg College affiliated program. Students interested in ancient, Byzantine, or modern Greece and the Mediterranean are encouraged to spend a semester or a year at College Year. (For details, see *Off-Campus Study*.)

Through the Central Pennsylvania Consortium, Gettysburg College shares membership in the American School of Classical Studies in Athens. Students are eligible to apply for its summer sessions.

GREEK

101, 102 Elementary Greek Introduction to the alphabet, inflections, and syntax of Attic Greek.
Mr. Zabrowski

201, 202 Intermediate Greek Designed to increase the student's skill in reading texts. Selections from Thucydides, Xenophon, Plato, and other authors are read, with an emphasis on grammar. *Prerequisites:* Greek 101, 102, or their equivalent.

Mr. Zabrowski

203 Plato The *Apology* and *Crito*, with selections from other dialogues.

Mr. Zabrowski

204 New Testament Greek Introduction to Koine Greek. Selections from the New Testament are read with attention to language and content. Not offered every year.

Mr. Zabrowski

301 Homer Selections from the *Iliad* and *Odyssey*, with examination of syntax and style. Not offered every year.

Ms. Cahoon, Ms. Snively

302 Greek Historians Readings in the text of Herodotus or Thucydides. Not offered every year.
Staff

303 Greek Comedy An introduction to Greek drama. Selected comedies of Aristophanes are read with attention to style and metrics. Not offered every year.

Mr. Zabrowski

304 Greek Tragedy Selected plays of Aeschylus, Sophocles, and Euripides. Various plays are also read in English. Oral reports required. Not offered every year.

Staff

306 Greek Oratory Selected orations of Demosthenes and Lysias. Not offered every year.

Staff

Individualized Study

Staff

LATIN

101, 102 Elementary Latin Introduction to Latin grammar and syntax.

Ms. Cahoon, Ms. Snively

201, 202 Intermediate Latin Designed to increase skill in reading texts. Selections from Latin prose and poetry are read, with continuing grammatical review and analysis. *Prerequisite:* Two years of secondary school Latin or Latin 101, 102.

Ms. Cahoon, Ms. Snively

203 Roman Prose Selections from Roman prose writers and intensive review of grammar.

Prerequisite: Three or four years of secondary school Latin or Latin 201, 202.

Ms. Snively

204 Roman Poetry Readings in such authors as Catullus, Virgil, Horace, and Ovid. *Prerequisite:* Three or four years of secondary school Latin or Latin 201, 202.

Ms. Cahoon

303 Cicero Selected essays of Cicero, with supplemental reading from letters and orations. Supplemental reading in English. Not offered every year.

Staff

306 St. Augustine Selections from *Confessions*, with attention to the differences between Late Latin and Classical Latin. Not offered every year.
Ms. Cahoon

308 Roman Satire Selections from Horace, Martial, and Juvenal, with attention to the changes in language and style from the Classical to the Post Classical period. Not offered every year.
Ms. Snively

309 Roman Historians Selections from Livy and Tacitus, with attention to their peculiarities of language and style. Not offered every year.
Ms. Snively

311 Lucretius Extensive reading in *On the Nature Of Things*, with attention to Lucretius' metrical forms, science, and philosophy. Not offered every year.
Ms. Cahoon

312 Prose Composition Designed to increase the student's ability to translate from English to Latin; includes a thorough grammar review. Not offered every year.
Mr. Zabrowski

401 Vergil Study of Vergil's *Aeneid*, with emphasis on syntax, metrics, rhetoric, and interpretation. Not offered every year.
Ms. Cahoon

Individualized Study
Staff

CLASSICAL STUDIES

121 Survey of Greek Civilization Survey of primary texts in literature, history, and philosophy from archaic Greece through classical Athens, with emphasis on concepts that influenced Western thought.
Ms. Cahoon

122 Survey of Roman Civilization Survey of history, literature, art, architecture, etc. of Rome from its founding to the Council of Nicea, with emphasis on the material culture of an empire encompassing the whole Mediterranean world.
Ms. Snively

125 Introduction to Classical Archaeology Examination of the goals and methods of classical archaeology through a survey of Greek and Roman sites, from the Bronze Age through the Late Antique period. Course includes discussion of techniques such as survey and issues such as the antiquities market. Not offered every year.
Ms. Snively

230 Classical Mythology Survey of classical mythology, with attention to the process of myth-making and the development of religion.
Ms. Snively, Mr. Zabrowski

251 Greek History Survey of Hellenic civilization from the Bronze Age to the Hellenistic period. Papers required. Alternate years. Offered 2002–03.
Mr. Zabrowski

252 Roman History History of the Republic and Empire. Papers required. Alternate years. Offered 2001–02.
Ms. Snively

262 Ancient Epic Study of Homer, Apollonius of Rhodes, Vergil, and Ovid. Offered 2002–03.
Ms. Cahoon

264 Ancient Tragedy Study of Aeschylus, Sophocles, Euripides, and Seneca. Class culminates in a public performance of a tragic play. Offered 2003–04.
Ms. Cahoon

266 Ancient Comedy Study of Aristophanes, Plautus, and Terence. Class culminates in a public performance of a comic play. Offered 2001–02.
Ms. Cahoon

270 Ancient Drama (Half Unit Course) Study, direction, and performance of an ancient Greek or Roman play. Course includes the study of several other plays by the same author (for context and background) and of recent pertinent secondary material. Students interpret, cast, direct, choreograph, and rehearse the play. Final performance is presented to the entire campus community. Offered 2002–03.
Ms. Cahoon

281 Ancient Greek Political Theory and Practice Using Plato's *Republic* and *Laos* and Aristotle's *Politics* as primary sources, course investigates the nature of ancient Greek political theory and the notion of the Ideal State, whether conceived of as timocratic, monarchical, or democratic. Greek city-state constitutions are examined, as preserved in the writings of Aristotle, Xenophon, and the *Oxyrhynchus Historian*. Not offered every year.
Mr. Zabrowski

400 Senior Seminar Content determined each year in consultation with the staff. Required of all majors.
Staff

Individualized Study
Staff

COMPUTER SCIENCE

Professors Fink (Chairperson) and Leinbach
Associate Professor Tosten (on leave)
Assistant Professors Neller and Presser
Adjunct Instructor Leslie

Overview

The computer science curriculum, offered by the Department of Computer Science, enables a student to study systematic approaches to problem solving within the environment of hardware. In the course of this study, the student develops the practice of clear thinking and logical reasoning, while learning to analyze information processing tools and systems in areas of application. Within this study there is an emphasis on the human values associated with computing in the modern world.

The available courses cover a wide area of computer science. In addition, upper-division students may, in collaboration with faculty members, be involved in on-going research projects or study topics not covered by the regular course offerings.

The major is designed to give students a broad understanding of both the theoretical and application areas of the discipline. As such, it provides a firm foundation for those intending to do graduate work or to pursue a career in computer science.

Requirements and Recommendations

Major Requirements: Requirements for a major in computer science are nine courses in computer science at the level of Computer Science 103 or above. One of these courses may be selected from a list of approved courses in other departments—Mathematics 351 and 366, Physics 240, Psychology 315 or 316. The nine courses must include Computer Science 216 and 221; Computer Science 340, taken during the senior year; and at least one of the following courses: Computer Science 301 or Computer Science 311. A student will receive credit in the major for Computer Science 103, provided the course is taken prior to receiving a grade for Computer Science 104.

In addition to the above courses in Computer Science, the student must take Mathematics 111 (or its equivalent) and Mathematics 208. It is recommended that Mathematics 111 be taken during the first year, and Mathematics 208 during the same year as Computer Science 216.

The normal starting point for a student who has not had a background of computer science courses in secondary school is Computer

Science 103. Students who have had a background in computer science may, after consulting with the faculty, choose to take Computer Science 104 as their starting point.

Students intending to pursue graduate study in computer science are advised to take Mathematics 112 (Calculus II), Mathematics 212 (Linear Algebra), Mathematics 351 (Mathematical Probability), Mathematics 352 (Mathematical Statistics), Physics 240 (Electronics), and include both Computer Science 301 and 311 in their choice of courses.

Department honors in computer science require participation in the cocurricular activities of the department, an overall grade point average of at least 3.0, and a computer science grade point average of at least 3.5.

Minor Requirements: A minor in computer science consists of six courses, including Computer Science 216 and Computer Science 221.

Grade Requirements: All courses taken to satisfy the requirements for the major or minor must be taken using the A–F grading system. To advance to a course with prerequisites, a minimum grade of C– is required for each prerequisite course.

Liberal Arts Core Requirements

Computer Science 103 and 104 fulfill the Liberal Arts Core requirement in quantitative reasoning.

Facilities

Information Resources maintain a campus-wide computing network. Through this network, students can access several programming languages and applications packages. In addition, the Department of Computer Science has a laboratory featuring Sun UltraSPARC workstations that are used for introductory computer science courses and upper-level electives such as operating systems and graphics. These machines are connected to a SUN UltraSPARC server that is used as a local file server and as a connection to the department's specialized parallel processing hardware.

103 Introduction to Computing Liberal arts introduction to the discipline of computer science and the use of computers in a variety of fields. Topics include a historical survey of technology and the use of computers, computer application, software systems design, programming with scripts, computer hardware and logical design, and several implications of computing.

Course is laboratory-oriented and includes several hands-on laboratory projects.

Staff

104 Introduction to Computer Science

Introduction to computer science, with an emphasis on problem solving, methodology, and algorithms. Further topics include computer organization, data structures, and software engineering. Student projects using the Java programming language are an essential part of this course. *Prerequisite:* Computer Science 103 or equivalent.

Staff

216 Data Structures Introduction to major data structures and some of their applications. Topics include linear lists, sets, queues, stacks, linked lists, string processing, trees, graphs, arrays, tables, files, and dynamic memory management. *Prerequisite:* Computer Science 104.

Staff

221 Computer Organization and Assembly

Language Programming Programming at the machine level, with emphasis on the logical connection of the basic components of the computer and systems programs. Topics include machine and assembly language programming, basic computer operations, hardware organization, systems software, and compilers. *Prerequisite:* Computer Science 104.

Staff

250 Introduction to Software Systems

Application of computer science principles to the design of a large software system. In response to a perceived need for a solution to a problem that involves computing, students work in teams, analyzing the problem, conducting interviews, and preparing specifications for a solution. Students then produce software that meets these specifications. All projects require an application of software design principles, as well as the general programming principles learned in previous computer science courses. *Prerequisite:* Computer Science 104.

Staff

301 Theory of Computation Study of the basic theoretical principles of the computational model. Topics include finite automata, regular expressions, context-free grammars, Turing Machines, Church's Thesis, Godel numbering, the halting problem, unsolvability, computational complexity, and program verification.

Prerequisites: Mathematics 208, Computer Science 104. Alternate years. Offered 2000–01. *Staff*

311 Design and Analysis of Algorithms Survey of basic principles and techniques for the development of good algorithms. Emphasis is placed on individual development of algorithms and an analysis of the results in terms of usefulness, efficiency, and organization. Topics include design techniques, worst case and average case analysis, searching, sorting, branch and bound, spanning trees, reachability, combinatorial methods, and NP-hard problems. *Prerequisites:* Mathematics 208, Computer Science 216. Alternate years. Offered 2001–02.

Staff

322 Introduction to Computer Networks

Introduction to principles used to analyze and build a network of computers. Course covers concepts and issues relating to low-level communications and protocols of computer networking. Students study formal methods for integrating communication events into normal process cycles of the computer, then concentrate on a study of practices for defining and specifying a formal communications protocol. Throughout the course, students apply principles that they study to existing networks within the department. *Prerequisite:* Computer Science 216. Alternate years. Offered 2000–01.

Staff

324 Principles of Operating Systems Study of fundamental concepts of operating systems.

Topics include sequential processes, concurrent processes, processor management, memory management, scheduling algorithms, and computer security. Projects include writing of a program to simulate major components of an operating system. *Prerequisite:* Computer Science 216. Alternate years. Offered 2001–02.

Staff

327 Parallel and Distributed Processing

Introduction to techniques used to implement parallel processing concepts in computer environments. Course investigates SIMD (Single Instruction Multiple Data stream) environments and MIMD (Multiple Instructions Multiple Data stream) environments. Final topic is an investigation of computing in a distributed workstation environment. Students work with actual implementations of each of these environments and explore their advantages and appropriate uses. *Prerequisite:* Computer Science 216. Alternate years. Offered 2001–02.

Staff

335 Software Engineering Introduction to principles used to analyze and specify software systems. Course covers concepts and issues relating to initial stages of the software life cycle. Course examines formal methods for analyzing and investigating environments requiring automation, then studies languages and CASE (Computer-Aided Software Engineering) tools. Throughout the course students apply principles that they study to situations outside the department. *Prerequisite:* Computer Science 216. *Staff*

340 Advanced Systems Design Formal approach to techniques of software design and development. Integral part of course is the involvement of students, working as a team, in the development of a large software project. Implementation of the software project is in a high-level language that supports modularity and procedural and data abstraction. Topics include formal model of structured programming, modular decomposition, information hiding, formal program specification techniques, software testing techniques, documentation, and user interfaces. *Prerequisites:* Computer Science 216, one Computer Science course at the 300 level, and senior status or permission of department. *Staff*

341 A Survey of Programming Languages Study of fundamental concepts in the design of programming languages. Concepts include variables, expressions typing, scope, procedures, data types, exception handling, and concurrency. Particular programming languages are used as examples of different ways for implementing these concepts. *Prerequisite:* Computer Science 216. Alternate years. Offered 2001–02. *Staff*

360 Principles of Database Systems Study of fundamental concepts of database systems. Topics include physical organization of databases, indexing techniques, and query processing. Particular models studied include the Entity-Relationship, Relational, Network, and Hierarchical Models. Class projects stress design and implementation of a database. *Prerequisite:* Computer Science 216. Alternate years. Offered 2000–01. *Staff*

371 Introduction to Artificial Intelligence Study of the process by which machines mimic human behavior. Topics include search heuristics, knowledge representation, logic, natural language processing, rule-based systems, and robotics.

Appropriate programming languages are used to implement projects. *Prerequisite:* Computer Science 216. Alternate years. Offered 2001–02. *Staff*

373 Computer Graphics Study of methods and issues surrounding the construction of graphical images on the computer. Topics include windowing systems and user input, two-dimensional graphics packages, curve drawing techniques, modeling in three dimensions, use of lighting and shading techniques, and the process of rendering images. Student work consists both of using existing packages to create images and of implementing algorithms used in graphical systems. *Prerequisite:* Computer Science 216. Alternate years. Offered 2000–01. *Staff*

374 Compilers Introduction to techniques used to translate high level computer languages into machine code. Course discusses and evaluates current implementation techniques, including the applicable theory. Topics include lexical scanning, parsing, code generation, and optimization. Students complete a major project involving the compilation of a particular computer language. *Prerequisite:* Computer Science 216. Alternate years. Offered 2000–01. *Staff*

391, 392 Selected Topics
Staff

450 Individualized Study: Tutorial Study through individualized reading and projects of an advanced area of computer science by well-qualified students under the supervision of a faculty member. Possible areas of study are software engineering, compiler design, expert systems, parallel architecture, image processing, or topics in the current literature that are of mutual interest to the student and the supervising faculty member. *Prerequisites:* Computer Science 216 and permission of department. *Staff*

460 Individualized Study: Research Intensive study of a selected topic in computer science or a related area. Research project is completed in collaboration with a faculty member. *Prerequisites:* Computer Science 216 and permission of department. *Staff*

EAST ASIAN STUDIES

Fritz Gaenslen, Coordinator

Gettysburg College students have the opportunity to pursue an interdepartmental minor in East Asian Studies, which is designed to provide a coherent understanding and basic competence in the major Asian civilizations of Japan and China. The minor may be pursued with a view to broadening the scope of any major, to acquiring a comparative perspective within any of the humanistic and social science disciplines, or as a basis for future graduate work or a career related to East Asia.

For the minor, students take one core course (**History 221** East Asian History to 1800, or **History 222** East Asian History 1800 to the Present), plus three courses in one's country of specialization (either Japan or China). These courses must come from three different disciplines, with at least one course from the humanities and one from the social sciences.

Among courses suitable for the Japan specialization are:

- Japanese 150** Contemporary Japanese Culture and Society
- Japanese 238** Pre-Modern Japanese Literature
- History 224** Modern Japan
- Music 112** The Two Musics of Japan
- Political Science 271** Government and Politics in Japan
- Religion 249** The Religions of Japan

Gettysburg College also maintains a cooperative arrangement with Kansai Gaidai University in Osaka, Japan. Kansai Gaidai offers a full range of courses appropriate for the Japan specialization.

Among courses suitable for the China specialization are:

- History 223** Modern China
- Political Science 270** Government and Politics in China
- Religion 248** The Religions of China

Students specializing in Japan must take Basic Japanese 101 and 102 (or their equivalent). Students specializing in China must take two semesters (or their equivalent) of basic-level Chinese. (*Note: Because Chinese language is not yet offered at Gettysburg College, this requirement must be fulfilled elsewhere.*)

In addition to the above requirements, students must complete one course that offers a

comparative perspective within East Asia. This may be either a course, beyond the core, that is explicitly comparative or a course on the East Asian country not in one's area of specialization.

A final requirement is one elective, which is any course with a substantial East Asian focus. This may include additional language study (**Japanese 201**), Women in Buddhism (**Religion 252**), World Philosophy (**Philosophy 240**), Cross-Cultural Perspectives on Gender and Sex Roles (**Anthropology 228**), and Asian Management Systems (**Management 423**).

ECONOMICS

Professors Fender, Gondwe, and Raitling

Associate Professors Fletcher (Chairperson)

and K. Niino

Assistant Professors Kaiser, Lee, Stillwaggon, and Weise

Overview

A knowledge of economics has become increasingly important for effective participation in a complex society. The department's courses present this knowledge in both historical and contemporary contexts, with a focus on developing the relevant economic theory and identifying, understanding, analyzing, and solving social problems. As a social science, economics studies how societies organize and make decisions for using scarce resources to produce and distribute goods and services domestically and internationally. Economists examine both macro- and microeconomic problems and consider the implications of alternative solutions for efficiency, fairness, and growth. Courses in the department stress the critical thinking skills of a liberally educated person: gathering of pertinent information; analysis; synthesis; and ability to perceive, create, and choose among alternatives. The department also stresses effective oral and written communication of the insights achieved through study of the discipline. In addition to courses in economics, the department offers courses in introductory statistics.

The department's courses are designed to meet the College's liberal arts objectives, while also serving students who intend to (1) pursue graduate study in economics; (2) enter graduate professional schools in management administration, law, and related areas; (3) pursue careers in business, non-profit private organizations, or government.

Requirements and Recommendations

Economics majors must fulfill the following requirements: All core courses, comprising Economics 103, 104, 241, 243, 245, 249, and either Economics 350 or Management 153. Additionally, the following sequence of advanced courses must be completed: one course from those courses numbered 250–299; two courses from those numbered 301–399; one senior seminar (401–403); and one other course chosen from those numbered 201 or above. A student may take Mathematics 351–352 in lieu of Economics 241; both semesters of the mathematics sequence must be completed for mathematical statistics to substitute for the departmental statistics requirement. Much, though not all, of the material covered in such applied statistics courses as Mathematics 107, Psychology 205, and Biology 260 duplicates that in Economics 241; therefore, credit will not be given for more than one of these courses. Research methodology basic to economics is covered in Economics 241 and 350. Students taking an applied statistics course outside the economics department before deciding to become economics majors may be required to demonstrate, via examination, proficiency in the content of Economics 241 or may be required to take Economics 350.

Mathematical modeling and statistical testing are extensively used as tools in economic analysis, and majors in economics are required to demonstrate achievement in mathematics. This requirement can be satisfied by Mathematics 105–106 or Mathematics 111. The department strongly encourages students who have an interest in majoring or minoring in economics to complete this mathematics requirement during the first year, as several 200-level courses have a math prerequisite. The department also strongly advises students planning to pursue graduate study in economics to take Mathematics 111–112, Mathematics 211–212, and Economics 350–352. Regardless of plans upon graduation, all students will find more options open to them if they are familiar with the use of computers in the manipulation of economic information. We urge economics majors to take a course or courses on the use of computers, in addition to the departmental courses that require computer work.

The department offers a minor in economics, which a student can complete by taking Economics 103, 104; two courses from among Economics 241, 243, 245, 249, and 350 and two courses

from among those numbered 201 or above, one of which must be from among those numbered 250 and above. Additionally, a student minoring in economics must demonstrate the same achievement in mathematics as required of majors, and must achieve a grade point average of 2.0 or higher in courses counted toward the minor.

Economics 103, 104 are prerequisites for all upper-level courses in the department. Under special circumstances, a student may petition the instructor of a course for a waiver of course prerequisites.

The departmental brochure, *Economics Department Handbook*, contains additional information about the department and about the opportunities which the study of economics provides. Copies are available in the department office, Glatfelter 111, and from department faculty members.

Honors, Internships, Special Programs

The Department of Economics values intensive and independent work by its students, as well as their interaction with peers and faculty members on collaborative economics projects. To encourage and recognize high quality work, the department offers departmental honors to students who (1) satisfactorily complete the Honors Research Seminar (Economics 420); (2) earn a departmental grade point average of 3.2 or above; (3) complete a senior thesis; and (4) present the thesis to the faculty of the department, who will make the final decision on the granting of the honors degree. Students ineligible for or uninterested in formal departmental honors are encouraged nonetheless to pursue individual projects.

Course credit for internships involving the application of economics may be available to qualified students who provide an acceptable application at least one month prior to the beginning of the internship. Persons desiring more information should contact Dr. Fletcher. Gettysburg College also recognizes the Washington Economic Policy Semester at American University, a program that involves both classroom study and an internship in Washington, D.C. (For more information, see *Washington Semester* in this catalog.) Interested students should contact Dr. Railing in the spring semester of their sophomore year. Several foreign study programs are especially interesting for economics students; information is available from the department and from the international student coordinator.

Liberal Arts Core Requirements

Economics 103, 104 fulfill the Liberal Arts Core requirement in the social sciences. Economics 212, 213, 250, and 253 satisfy the Liberal Arts Core requirement in non-Western Culture.

103, 104 Principles of Microeconomics, Principles of Macroeconomics

Courses provide general understanding of economic systems and economic analysis, with emphasis on the operation of the U.S. economy. Topics in 103 include the price system, theory of consumer behavior, theory of production, theory of the firm, income distribution, welfare economics, and the micro aspects of international trade. Topics in 104 include national income accounting, employment, inflation, monetary and fiscal policies, aggregate demand and supply analysis, economic growth, the monetary aspect of international economics, and comparative economic systems.

Staff

200 Personal Finance Course considers how individuals might react to financial constraints in order to provide for their own material security, then develops insight into the important social issues of a mixed economy. Topics include the meaning of financial security, both individually and collectively, the development of financial goals and the use of personal budgets to achieve goals, the proper use of credit, the nature and use of insurance for protection and saving, housing, income earning assets, and estate planning. Current social issues are also considered. *Prerequisites:* Economics 103, 104.

Mr. Raifling

211–218 Regional Economic History, Growth, and Development Seminars

Intensive examination of one region, using the framework of economic analysis and political economy to consider economic history, growth, and development. Economic theory provides the primary paradigm within which these regions are studied, but consideration is also given to historical events that conditioned the economic outcomes. Each course reviews the pertinent theory and focuses on application of that theory to specific historical events. Among the regions to be studied, one in each course, are Africa, the Caribbean, Japan, Russia and Canada / U.S. *Prerequisites:* Economics 103, 104.

Ms. Fender, Mr. Gondwe, Mr. Niiru, Ms. Stillwaggon

241 Introductory Economics and Business

Statistics Topics include nomenclature of descriptive statistics; probabilities using the normal, binomial, and Poisson distributions; Chi-square; sampling; estimation of parameters;

hypothesis testing; linear regression; and correlation. *Prerequisites:* Economics 103, 104, and one of the following: Mathematics 105–106, 111, or the equivalent or permission of the economics department. A student may not receive credit for both this course and Mathematics 107, Psychology 205, or Biology 260.

Ms. Fender, Ms. Fletcher, Mr. Lee, Mr. Niiru

243 Intermediate Macroeconomic Theory

Examination of classical, neoclassical, Keynesian, monetarist, new classical, and post-Keynesian economics, with particular focus on various theories and policies that relate to the determination of national (aggregate) income and price level, the determination and role of interest rates, and the part played by monetary and fiscal authorities in stabilizing the economy. Offered both semesters. *Prerequisites:* Economics 103, 104 and Mathematics 105–106 or 111 or its equivalent, or permission of instructor.

Mr. Gondwe

245 Intermediate Microeconomic Theory

Course uses the methodological tools of economics to examine consumer and producer behavior and economic behavior, both individual and collective, under different input and output market structures. Also analyzes implications of such behavior for general equilibrium and economic welfare. *Prerequisites:* Economics 103, 104 and Mathematics 105–106 or 111, or the equivalent, or permission of instructor.

Ms. Fender, Ms. Fletcher

249 History of Economic Thought and Analysis

Study of the development of economic ideas and policies in relation to the evolution of economics as a discipline from its roots in philosophical discourse to its modern form. Schools of economic thought from Physiocrats to neoclassical economics are examined. Emphasis is placed on the ideas of major contributors to economic thought from Plato to Keynes. *Prerequisites:* Economics 103, 104.

Mr. Gondwe

250 Economic Development

Examination of economic and noneconomic factors accounting for economic growth and development in less developed areas of the world. Various theories of economic growth and development are analyzed and major policy issues discussed. Primary focus is on the study of the development experience in the Third World and the roles of international trade, aid, multinational corporations, as well as the World Bank and the International Monetary Fund, in the formation and application of Third World strategies for economic development.

Prerequisites: Economics 103, 104. Recommended: Economics 243, 245. Satisfies distribution requirement in non-Western culture.

Mr. Gondwe, Ms. Stillwaggon

251 International Economics Introduction to the history and development of international commerce and its relation to the rise of the capitalist system. Fundamentals of international trade and finance are also elaborated, and these tools are applied to such issues as international business cycles, global competition and technical change, balance of payments and trade deficits, and the international debt crisis. *Prerequisites:* Economics 103, 104. Recommended: Economics 243, 245.

Ms. Stillwaggon

252 Gender Issues in Economics Application of microeconomic theory to gender issues in our economy. Course explores demographic issues such as fertility and divorce, considers the effect of the tax structure and other public policies on gender differences in labor force participation over time, and examines economic paradigms for explaining gender discrimination in our society. *Prerequisites:* Economics 103, 104. Recommended: Economics 245.

Ms. Fletcher

253 Introduction to Political Economy and the African Diaspora Examination of the origins and development of capitalism and the contribution of Third World peoples and minorities in the U.S. to the process and continued growth of capitalist development. Primary focus is on the contributions of Africa and people of African descent. *Prerequisites:* Economics 103, 104. Recommended: Economics 243, 245.

Mr. Gondwe

267 Finance Emphasis on financial planning, investment analysis, asset management, and sources and costs of capital. *Prerequisites:* Economics 103, 104, 241, and Management 153. Recommended: Economics 243, 245.

Mr. Lee

301 Labor Economics Theoretical and empirical study of the functioning of labor markets, with emphasis on wage and employment determination. Topics include time allocation, wage differences, discrimination, investment in education, mobility and migration, impact of legislation, unions and labor relations, and imperfect markets. *Prerequisites:* Economics 103, 104, and 245. Recommended: Economics 241.

Ms. Fletcher

303 Money and Banking Course examines role of money, credit, and financial institutions in the determination of price and income levels. Coverage includes the commercial banking system, the Federal Reserve System, monetary theory, and the art of monetary policy. Emphasis is placed upon evaluation of current theory and practice in the American economy in the context of increased internationalization of financial activity. *Prerequisites:* Economics 103, 104, 243.

Mr. Weise

305 Public Finance Introduction to principles, techniques, and effects of government obtaining and spending funds and managing government debt. Nature, growth, and amount of expenditures of all levels of government in the U.S. are considered, along with numerous types of taxes employed by various levels of government to finance their activities. Domestic and international implications of government debt are also considered. *Prerequisites:* Economics 103, 104, 245.

Mr. Railing

341 Environmental Economics Investigation of the relationship between the economy and the environment, leading to a derivation of biophysical conditions for a sustainable economy. Mainstream theories and policies, including those based on externalities and social costs, property rights, cost-benefit analysis, and discounting, are studied in the light of these conditions. Problems and prospects of both market controls and government regulation are considered. Special topics include population, appropriate technology, accounting for pollution and resource depletion in GDP statistics, and sustainable development. *Prerequisites:* Economics 103, 104, and either Economics 245 or Environmental Studies 212.

Ms. Kaiser

342 Industrial Organization and Public Policy Application of microeconomic theory to the structure of industry. Course considers traditional, as well as recent and interdisciplinary theories of firm and industry behavior, with particular focus on oligopoly and game theory. Course also reviews the economic history of U.S. antitrust and regulatory policies and examines the effect of greater global interdependence. Students evaluate alternative policies for static economic efficiency, technological change, and equity. *Prerequisite:* Economics 245 or permission of instructor.

Ms. Fender

350 Quantitative Methods in Economics

Advanced statistical theory and the use of computers in data analysis. Topics include some applications of mathematics to economics, hypothesis testing and model specification, multiple regression and the determination of model acceptability. *Prerequisites:* Economics 241, 243, 245.

Ms. Fletcher

351 Application of Mathematics to Economics

and Business Introduction to the application of calculus and matrix algebra to economics and business. Numerous illustrations of mathematically formulated economic models are used to integrate mathematical methods with economic and business analysis. *Prerequisites:* Economics 243, 245, 350 and Mathematics 111 or 105-106, or Mathematics 104 and permission of instructor.

Mr. Niño

352 Econometrics Study of the application of mathematical economic theory and statistical procedures to economic data. Coverage includes the development of appropriate techniques for measuring economic relationships specified by economic models and testing of economic theorems. *Prerequisites:* Economics 241, 243, 245, and 350, plus one other 300-level course.

Mr. Niño

401 Seminar: Advanced Topics in History of Economic Thought and Alternative Paradigms of Economic Analysis

Investigation of different perspectives in economics. Close readings of classic primary texts are used to examine issues in the history of economics and alternative approaches to understanding the contemporary economy. Topics include competition, endogenous growth, technical change, effective demand, money and credit, and economic policy.

Prerequisites: Economics 241, 243, 245, 249, plus at least one 300-level course.

Staff

402 Seminar: Advanced Topics in Theoretical and Applied Macro- and Monetary Economics

Examination of advanced topics in macroeconomics and monetary theory and applications. Particular focus rotates, and includes such topics as the new neoclassical theory, rational expectations and post-Keynesian theory, monetary issues in international trade and economic development, econometric studies of money, regulation, and banking safety.

Prerequisites: Economics 241, 243, 245, 249, plus at least one 300-level course. *Recommended:* 303 as one of the two 300-level courses.

Staff

403 Seminar: Advanced Topics in Theoretical and Applied Microeconomics

Examination of special topics in advanced microeconomic theory and applications. Particular focus varies, and includes such topics as new household economics, industrial organization and public policy, game theory, information costs-structure-behavior, production and cost functions, welfare economics, and micro aspects of international trade.

Prerequisites: Economics 241, 243, 245, 249, plus at least one 300-level course.

Staff

420 Honors Research Seminar

Seminar for students writing the senior thesis. Each participant completes an original research project under the supervision of a faculty thesis adviser. Students discuss course readings, review research methods, and present and discuss their findings. *Prerequisite:* By department invitation only.

Staff

460 Individualized Study Topics of an advanced nature for well qualified students. Individual reading and research, under the supervision of a faculty member. A student wishing to pursue independent study must present a proposal at least one month before the end of the semester preceding the semester in which the independent study is to be undertaken. *Prerequisites:*

Permission of supervising faculty member and department chairperson. Offered both semesters.

Staff

EDUCATION

Professor Brough (Chairperson)

Associate Professor Hofman

Assistant Professor Pool

Director of Field Experiences and Adjunct Professor Miller

Adjunct Professors Foreman, Fox, and Myers

Overview

The purposes of the teacher education programs are to give students a thorough background in educational philosophy and theoretical concepts of instruction, and to provide an opportunity for student teaching and other field experiences.

Other departments work cooperatively with the education department in the preparation of teachers in secondary education, elementary education, music education, and health and physical education. All education programs in secondary school subjects, elementary education, music education, and health and physical education are competency based and have received accreditation from the Pennsylvania

Department of Education. The liberal arts are central to the College's teacher education programs.

Requirements and Recommendations

Students planning to teach must complete a major in an academic department of their choice and fulfill all the requirements for the bachelor of arts degree or the bachelor of science degree. Upon completing a program in teacher education, students are eligible for a Pennsylvania Certificate, Instructional I, enabling them to teach in the public schools of the Commonwealth and other states with similar requirements. Students who pursue teacher certification are required to demonstrate competence in oral and written communication skills and computer literacy prior to certification. A minimum of forty hours of observation and participation in schools is required during the sophomore and junior years prior to acceptance into the Education Semester. Students who are seeking an Instructional I Certificate must have successfully completed the Praxis Series of the National Teachers' Exams (NTE) PPST reading, writing, mathematics, and listening; principles of learning and teaching, grades K-6 or grades 7-12; and specialty area (elementary education or the subject area for which candidates are seeking certification).

Students interested in preparing to teach academic subjects in the secondary schools must complete one of the following approved programs for secondary certification: biology, chemistry, physics, general science, mathematics, English, German, Latin, French, Spanish, comprehensive social studies, health and physical education (K-12), or music (K-12). Early planning beginning in the first year is essential for all of these programs. For secondary education, the Education Semester consists of Education 303, 304 and 476 (Student Teaching, worth 2 courses). Only these courses may be taken during the Secondary Education Semester.

The elementary education program is distinctive in giving students the opportunity to concentrate on liberal arts studies and complete an academic major, thus qualifying for the bachelor of arts degree. Students interested in this program should consult with the education department no later than the fall semester of the first year. For elementary education, the Education Semester consists of Education 334, 306 or pre-arranged independent study, and 476 (Student Teaching, worth 2 courses). Education 334 includes an intensive school-based reading

internship. Only these courses may be taken during the Elementary Education Semester.

Students, in consultation with their major department, will select either the fall or spring semester of the senior year as the Education Semester. A Ninth Semester Option offers the Education Semester the fall semester following graduation. This option, which includes only the Education Semester, is provided at cost to these recent Gettysburg College graduates who have been accepted into the program. (Cost for 2000: \$2,300, plus room, board, and certification fees.) Student teaching experiences are completed at a school district in proximity to the College, or the student may elect to apply to student teach abroad, in an urban setting, or in other alternative sites.

The admission of a student to the Education Semester depends upon the student's academic achievement, demonstrated competence in communication skills, and a recommendation from the major department. Guidelines for evaluating a student's academic achievement are a minimum accumulative grade point average of 2.8 and a grade point average of 2.8 in the major. The successful applicant must have earned a C grade or higher in all education courses and in general psychology and developmental psychology. The student is also evaluated on such professional traits as responsibility, integrity, enthusiasm, ethical behavior, timeliness, and communication skills. Applications for the Education Semester may be obtained in the Department of Education office and must be completed and submitted for approval by the Teacher Education Committee by October 15 of the academic year prior to student teaching.

Students interested in teaching in states other than Pennsylvania will find that a number of states certify teachers who have completed baccalaureate programs in education at colleges approved by its own state department of education. Numerous states require specific scores on portions of the Praxis Exams. See the department for details.

A student seeking teacher certification may also choose to minor in education. The minor in secondary education consists of six courses: Education 201, 209, 303, 304, and 476 (worth two courses). A minor in elementary education consists of six courses: Education 201, 209, and 476 are required for the minor. The student then designates three of the following five courses to complete the minor: Education 180,

306, 331, 370, or 334. Completion of all eight courses is required for teacher certification in elementary education. A student who elects to student teach during the Ninth Semester Option is not eligible for a minor in education, but will have a concentration in education.

180 Methods and Concepts of Mathematics

Instruction The teaching of mathematics, based on recent research efforts that focus on such topics as early number, geometry, rational number, multiplication and division concepts; development of estimation strategies and processes; influence of gender/minority-related variables on mathematics performance; impact of calculators and computers; and children's development of mathematics concepts. Spring semester only. *Prerequisite:* Education 201, 209, or permission of instructor.

Ms. Hofman

201 Educational Psychology Study of psychological principles and theories of development, cognition and learning, motivation, classroom management, instructional planning, assessment, and reflective inquiry. Repeated spring semester. *Prerequisite:* C or better in Psychology 101.

Ms. Pool

209 Social Foundations of Education Study of professional aspects of teaching, historical and philosophical development of American education, and the relationship of schools to society. Current issues affecting schools, such as organization, reform, and national legislation, are examined. Repeated spring semester.

Ms. Brough

303 Educational Purposes, Methods and Instructional Media: Secondary Emphasis is placed on implementing methods, techniques, media, and technology into the teaching-learning process. Course includes an examination of curriculum considerations, unit development, reading in the content areas, accommodating special needs, assessment, classroom management, and development of a professional portfolio. *Prerequisites:* Education 201, 209, and acceptance into the Education Semester. Recommended: the subject methods course. Repeated spring semester.

Ms. Brough, Ms. Hofman, Ms. Pool, Mr. Myers

304 Techniques of Teaching and Curriculum of Secondary Subject Secondary subjects, including biology, chemistry, physics, English, French, Spanish, German, Latin, mathematics, health and physical education, and social studies. Course

is taught by a staff member of the appropriate academic department who has students in the Education Semester. *Prerequisites:* Consent of the major department and acceptance into the Education Semester. Repeated spring semester. *Staff*

306 Educational Purposes, Methods, and Instructional Media in Social Studies, Art, and Music

Application of principles of learning and human development to teaching social studies in the elementary school. Included is the correlation of art and music with the teaching of the social sciences. A major portion of the course is devoted to the development and implementation of a social studies unit.

Prerequisites: Education 201, 209, and 180 or 370, or permission of instructor. Offered both semesters.

Mr. Miller, Ms. Hofman

331 Developmental Reading Instruction and the Language Arts Introduction to theory, problems, and approaches to developmental reading instruction and the language arts. Current trends relating to acquisition of language and reading and writing skills are studied. Young adult and children's literature are explored in relation to the learning process. Designed for teachers of all grade levels. *Prerequisite:* C or better in Education 201. Fall semester only.

Ms. Brough

334 Corrective Reading Study of the analysis and correction of reading difficulties. Survey of diagnostic and motivational means and materials is covered. Course includes a reading internship in the public schools under the guidance of a reading teacher. Elementary education students enroll in this course during the Education Semester. *Prerequisites:* Education 201, 209, 331, and acceptance into the Education Semester. Repeated spring semester.

Ms. Brough

370 Elementary School Science: Purposes, Methods, and Instructional Media Course emphasizes science education process skills and the inquiry-based approach; child development and its relation to learning science concepts; examination of science programs; multidisciplinary science; evaluation techniques; individualization (including issues related to gender, culture and special needs), and instructional media designed for the prospective teacher. *Prerequisite:* C or better in Education 180, 201, or permission of instructor. Fall semester only.

Ms. Hofman

411 Internship in Teaching Composition Under the supervision of the instructor of a section of English 101, the intern attends classes, prepares and teaches selected classes, counsels students on their written work, and gives students' papers a first reading and preliminary evaluation. All interns meet regularly with a member of the English department to discuss methods of teaching composition and to analyze the classroom experience. Required of all majors in English planning to enroll in the secondary education program. Students should register for Education 411 in the semester prior to their Education Semester.

English Department Staff

461 Individualized Study—Research

Offered both semesters.

471 Individualized Study—Internship

Offered both semesters.

476 Student Teaching Student observation, participation, and teaching under supervision of an experienced and certified teacher. Group and individual conferences are held for discussion of principles and problems. Student spends the full day for 12 to 15 weeks in the classroom. Weekly seminar is required. Course carries two course credits. *Prerequisites:* All required education courses and acceptance into the Education Semester. Repeated spring semester. *Mr. Miller, Ms. Brough*

ENGLISH

Professors Fredrickson, Garnett, Lambert

(Chairperson), Myers, Stitt, and Winans

Associate Professors Barnes, Berg, Larsen Cowan,

Johnson Flynn, and Goldberg

Assistant Professors Bivens-Tatum, Fee, Leebron,

Rhett, and Ryan

Lecturers de la Paz and Lane

Adjunct Instructors Altieri, Knight, Lindeman,

Phillips, Roth, Saltzman, Sellers, and Singley

Overview

Courses offered by the English department are designed to train students to express their thoughts clearly and effectively through spoken and written language and to understand, interpret, and assimilate the thoughts and experiences of the great writers of English and American literature. English is excellent preparation for careers in business, teaching, law, publishing, journalism, and government service, and for graduate study leading to advanced degrees in English, the ministry, and library science. Majors have also enrolled in

graduate programs in business, urban planning, social work, public administration, and others.

The department offers a major in English and American literature, a minor program in each field, and a writing minor.

A well-balanced program for a major in English and American literature should include: (1) knowledge of the literary history of England and America; (2) training in the application of the techniques of literary analysis and the different critical approaches to literature; (3) knowledge of the characteristics and development of the major literary forms or genres; (4) study in depth of the work of one author of significance; and (5) some knowledge of the history of the English language and of English as a system.

The Writing Center

The Writing Center, staffed by several English department faculty members and specially trained Gettysburg College students, is a valuable resource. The Writing Center is open six days a week, and there is no charge for this service. The Center's staff assists students with their writing in the following ways:

- Discusses an assignment in order to clarify it or to plan a method of approach;
- Helps in organizing a paper or other piece of writing, such as a letter of application;
- Suggests ways to make troublesome parts of a paper more effective;
- Shows ways to correct recurring grammatical errors.

Requirements and Recommendations

Major Requirements: Requirements for the major in literature are twelve courses in English and American language and literature, in addition to the first semester of Literary Foundations of Western Culture (IDS 103). To obtain the desired distribution of courses, majors elect courses from the following categories:

- I. Introductory Studies in Literature (English 120–139). Students may count one introductory literature course toward the major or a designated first-year seminar.
- II. Historical Surveys (English 230–239). Students must take at least four historical survey courses, but may not count more than five toward the major.
- III. Critical Methods (English 299). Students must take this course concurrently with or prior to their first 300-level topics course.
- IV. Topics in Literature (English 310–375). Students must take at least four topics courses.

V. Seminar (English 401–409). Students must take at least one seminar.

VI. Two additional electives.

Of the 200- and 300-level courses, at least three must focus on a period of literature before 1800. Such courses are marked with an asterisk (*) in the catalog.

English 101 and courses in speech may not be used to fulfill the department's major requirements. One writing course (201, 205, 300–307) may count toward the major.

Minor Requirements: Requirements for the minor in literature are six courses. All minors must take two Historical Survey courses (English 230–239), and at least two Topics in Literature courses (English 310–375). No more than one Introductory Studies in Literature course (English 120–39) or designated first-year seminar may count toward the minor. Writing courses, with the exception of English 101, may be used to fulfill the department's minor requirements.

Writing Minor Requirements: Requirements for the writing minor are six courses. These include Introduction to Creative Writing (English 205) and at least four courses from the grouping, English 201, 300–304, 306, and 307. Students may also take an individualized Study in Writing or one-semester internship at the *Gettysburg Review*.

The major for students enrolled in the *elementary education program* consists of ten courses, in addition to the first term of Literary Foundations of Western Culture (IDS 103). Working with the chairperson of the English department, each elementary education student designs a major program that follows as closely as possible the department's distribution requirement for the major. Students planning to teach English in secondary schools are required to take English 209, either 365 or 366, Speech 101, IDS 104, and either Theatre Arts 328 or 329. The department cooperates in offering Education 411, Internship in Teaching Composition. Students planning to do graduate work in English should develop proficiency in Latin, French, or German.

English majors may take internships in a variety of fields, such as journalism, law, public relations, publishing, radio, and television. Theatre arts majors may take internships in theatre, radio, television, public relations, and arts administration. Students who wish to apply for internships must

secure from their advisers a statement of the department's policy regarding application deadline, form of proposal, requirements, and grading.

Liberal Arts Core Requirements

All courses offered by the department, *except* English 101, 201, 203, 205, 207, 299, 300–307, and courses in speech fulfill the Liberal Arts Core requirement in the humanities. English 205 fulfills the Liberal Arts Core requirement in the arts.

Senior Honors Program

English majors who have shown special promise in English will be invited to complete a thesis during their senior year. Students taking the program will write a thesis during the fall semester under the direction of a member of the department. Only students selected for and successfully completing the program will be eligible to receive honors in English. For details of the program, consult the English department.

101 English Composition Course develops students' ability to express themselves in clear, accurate, and thoughtful English prose. Not limited to first-year students. Repeated spring semester.

Staff

201 Writing the Essay Intensive course in advanced rhetorical techniques, with particular emphasis on analysis of evidence, selection of appropriate style, and importance of revision.

Mr. Ryan

203 Journalistic Writing Hands-on introduction to journalistic writing and a conceptual look at the news media and their role in a twenty-first-century democratic society. Students learn to write a strong lead (or "lede"), develop newsworthy questions, use active voice and action verbs, and cut down on words that do not carry their own weight. Students talk with professionals in the field and learn the ethics and traditions of journalism. They are also encouraged to submit articles to the campus newspaper, *The Gettysburgian*. *Prerequisite:* English 101.

Mr. Knight

205 The Writing of Fiction, Poetry, and Drama Workshop in the writing of short stories, verse, and plays, with an analysis of models. Either course may be used to fulfill the distribution requirement in arts.

Staff

209 History of the English Language Course provides a historical understanding of the vocabulary, forms, and sounds of the language from the Anglo-Saxon or Old English period to the twentieth century.

Mr. Fee

216 Images of Women in Literature Examination of various ways women have been imagined in literature, with consideration of how and why images of women and men and of their relationships to one another change, and how these images affect us. Emphasis is placed on developing the critical power to imagine ourselves differently.

Ms. Berg

217 Slavery and the Literary Imagination Study of various forms of discourse on American chattel slavery—authentic emancipatory narratives written by ex-slaves; slave narratives recorded by WPA writers; socio-historical essays; neo-slave narrative written by contemporary novelists; poetry, ballads, spirituals, and folklore.

Ms. Barnes

***230, *231, 232 Survey of English Literature** Historical survey of English literature from *Beowulf* through the twentieth century, with some attention to the social, political, and intellectual backgrounds of the periods under investigation. Selected works are discussed in class to familiarize students with various methods of literary analysis; students write several short critical papers each semester.

Staff

233, 234 Survey of American Literature A chronological study of American writing from colonial days through the present, with some attention to the social, political, and intellectual backgrounds. Primary emphasis during the first half of the sequence falls on the Puritans and American Romantics; the second half surveys writers from the Romantics forward, including such figures as Twain, Chopin, James, Williams, Stevens, Faulkner, Hughes, as well as selected contemporary writers.

Staff

235–260 Studies in Literature Intensive study of a single writer, group, movement, theme, or period. May be counted toward the major. Fulfills distribution requirement in literature. Open to first-year students.

235 Survey of African American Literature Intensive study of a single writer, group, movement, theme, or period. May be counted toward the major. Open to first-year students.

Barnes

299 Critical Methods Course introduces students to advanced literary study. Attention is placed on close reading, using the library and electronic resources and incorporating scholarly perspectives. Course also considers a variety of theoretical approaches to literature and their place within contemporary literary scholarship. *Course is required of all English majors and must be taken prior to or concurrently with a student's first 300-level course.*

Staff

300 Forms of Fiction Writing Discussion course in the writing and reading of alternative forms of fiction. Aim is to enhance understanding and implementation of various alternatives to short fiction, including short—short fiction, the novella, and the novel. Each student completes two short-short stories and a fragment of a novella or the opening of a novel. All styles and subjects are welcome, and students are encouraged to discover and exercise their unique writing voices.

Mr. Leebron

301 Writing Short Fiction Workshop in the reading and writing of short stories. Aim is to understand and implement various techniques and strategies of short fiction, including characterization, character development, variance of voice, transport, and resonance. Each student is to complete a number of exercises and two short stories (with both revised), as well as written critiques. *Prerequisites:* English 101 (or equivalent) and English 205, or permission of instructor.

Mr. Leebron

302 Writing of Poetry Study of theory, process, craft, and practice of the writing of poetry. Course has a substantial writing component and combines workshop methods with lecture, analysis of models, and discussion. Close attention is paid to rhythm, rhyme, image, diction, syntax, open forms, and closed forms. Students from all disciplines are welcome. *Prerequisites:* English 101 (or equivalent) and English 205, or permission of instructor.

Ms. Cowan

303 The Writing of Screenplays and Stageplays Study of theory, process, craft, and practice of scriptwriting for film and for the theatre. Course has a substantial writing component and combines workshop methods with lecture, analysis of models, discussion, and viewing of

plays and films. Students from all disciplines are welcome. *Prerequisites:* English 101 (or equivalent) and English 205, or permission of instructor.
Ms. Cowan

304 Writing the Personal Essay Workshop in the personal essay, which explores an idea from an individual's point of view, requiring both persuasiveness and a distinctive voice. Students develop a series of essays and read a wide variety of model texts for analysis and inspiration. Students serve as peer critics. *Prerequisites:* English 101 (or equivalent) and English 205, or permission of instructor.
Ms. Cowan

306 Writing the Memoir Workshop in the reading and writing of memoir. Students develop narratives based on personal experience and address the question of how to transform memory into compelling writing through the analysis of appropriate models and discussion of student work. Each student is expected to complete various exercises and critical responses, as well as a substantial memoir project. *Prerequisites:* English 101 (or equivalent) and English 205, or permission of instructor.
Ms. Rhett

307 The Elements of Editing Workshop in the editorial process covering all stages of text management, including choosing, (copy) editing, proofreading the texts and dealing with the authors; ordering a group of texts into a coherent whole; layout and design; marketing. *Prerequisites:* English 101 with a grade of B- or better (or equivalent) and English 205.
Ms. Stitt

***310–*319 Topics in Medieval and Renaissance Literature** Study of a variety of authors, themes, genres, and movements, ranging from Anglo-Saxon poetry and prose through Shakespeare's works. Several sections, each with a different subject, are offered every year.

***310A Hamlet** Examination of *Hamlet's* greatness in its background and sources and in the works it later influenced, as well as in its own intrinsic, numinous power as an archetypal quest for the understanding that truly liberates. Students read a variety of sources, analogues, and derivative works; compare several of the more significant cinematic interpretations of the play; prepare oral reports; and write, as ever-evolving records of their own quests, an analytic-research essay.
Ms. Myers

312 Medieval Drama Exploration of conflicting theories concerning the origin and development of medieval drama. Students examine its social roles, discuss issues of text and performance, and compare the relative merits of "good literature" and "good drama." Examples are drawn from a variety of genres of drama. Students also view performances of several plays on videotape—and stage their own production.

Ms. Fee

***320–*329 Topics in Seventeenth- and Eighteenth-Century Literature** Study of a variety of authors, themes, genres, and movements, ranging from Donne and Herbert through Johnson and Boswell. Several sections, each with a different subject, are offered every year. Courses in this category offered in 1997–98.

***320B The Early Seventeenth Century in England** Study of the literature of the early seventeenth century (from the death of Elizabeth I in 1603 to the execution of Charles I in 1649) in the context of the culture and history of the time. Through poetry, drama and prose, and other forms of imaginative expression such as art and architecture, students learn various aspects of the early seventeenth century, including the high culture of the court, the vernacular culture of urban and rural life, exploration and colonization of the new world, the intensity of religious beliefs and zeal, love and relationships between the sexes, and the violence of political conflict.

Ms. Garnett

***322 Johnson and His Circle** Course focuses on literature written between 1660 and 1743, and examines dominant literary forms and modes, as well as such issues as the education of women and marriage, changing social behavior, and growing consumerism. Through plays, prose writings, diaries, and poetry, students sample the literary richness of the period.

Ms. Lambert

325 A New Species of Writing: The Eighteenth-Century Novel In the history of literature the novel is a young genre, "invented" in the eighteenth-century. They called it "a new species of writing" and reveled in the freedom the form gave them to explore many facets of the human condition. Students read several novels and examine the particular intellectual and social milieu of the time that produced some of the best fiction ever written.

Ms. Lambert

330–339 Topics in Nineteenth and Twentieth

Century Literature Study of a variety of authors, themes, genres, and movements, ranging from Blake, Wordsworth, and Coleridge through Yeats, Eliot, Woolf, and selected contemporary writers. Several sections, each with a different subject, are offered every year. Courses in this category offered in 1997–98.

330A The Tragedy of Romanticism Examination of melodramas written for the contemporary stage by long forgotten, and recently recovered writers, many operating under the influence of Gothicism; verse dramas that draw upon the conventions of the classical and Jacobean theaters; translations from leading European dramatists; and narratives that muse on the bad things that can happen to good, and not so good, people.

Mr. Goldberg

334 Mad Women, Fallen Women Exploration of the various ways in which women contributed to the intellectual and political excitement of mid-Victorian England. Course looks at novels, paintings, and other writings by women to determine if women presented different perspectives, if these perspectives were skewed, and what might have been the causes and consequences of their different ways of looking. Special attention is given to women's collective action in reforming lunacy laws, attitudes toward prostitutes and prostitution, and married women's property rights.

Ms. Berg

340–349 Topics in American Literature Study of a variety of authors, themes, genres, and movements, ranging from colonial writers through selected contemporary authors. Several sections, each with a different subject, are offered every year. Courses in this category offered in 1997–98.

340B Hughes, Wright, Baldwin: I, Too, Sing, America Examination of the literary works of three major African American writers who critique and explore the complexities of being both Black and American before integration. In their poetry, prose, and fiction, Hughes, Wright, and Baldwin refute denigrating Anglo-American stereotypes concerning African Americans, revise and elevate the African American's self-perception and social perception, and conserve African American cultural forms and social imperatives. Taken altogether, their rhetorical postures represent a broad spectrum of African American responses to America's twentieth-

century system of social, economic, and political apartheid.

Ms. Barnes

344 Contemporary American Poetry Study of American poetry written since World War II by such poets as Elizabeth Bishop, James Wright, Charles Wright, Charles Simic, Rita Dove, and Sharon Olds. The class may be visited by one or more of the poets.

Mr. Stitt

347 Contemporary American Fiction Course studies form, content, and diversity in American fiction since the 1940s, drawing on a selection of novels and short stories by such writers as Updike, Nabokov, Carver, Bellow, Pynchon, and others.

Mr. Fredrickson

349 Major Contemporary African American Women Writers Course examines cultural, social, and domestic concerns of African American women in the literature of Alice Walker, Toni Morrison, Gloria Naylor, Paule Marshall, Terry McMillan, and Toni Cade Bambara.

Ms. Barnes

355 Contemporary Indian Literature in English

Study of twentieth-century South Asian prose and poetry written originally in English, as stimulated by the British educational legacy, traditional Indian thought, Marxism, Independence and feminist movements, post-colonial thought, and magical realism. Criticism by Indian scholars supplements Western critical approaches.

Ms. Powers

357 The White Man's Burden: Literature of Empire Focus on texts of British colonialism and English representation of the cultural "other." An examination of British imperialism and its denigration of non-European cultures is meant to reveal the extent to which the English projected their fears and desires upon the colonized peoples of the British Empire.

Mr. Bivens-Tatum

360 Visions and Discontent Intensive examination of the poetry and poetic trajectory of four of five British and American poets, including W. B. Yeats, T. S. Eliot, and Wilfrid Owen.

Mr. Garnett

361 The Quest Examination of five literary narratives, which serve as the archetype of the journey in literature. Study of this quest motif is used to compare romantic literature with the

form of modernism that both descended from and rebelled against it.

Mr. Goldberg

362 Chaucer Examination of a selection of Chaucer's minor poems and some major works, including *Canterbury Tales*. Particular attention is given to the literary, historical, philosophical, and other relevant backgrounds. Gender issues, political commentary, and Chaucer's use of satire, humor, and irony are studied in detail.

Mr. Fee

***365, 366* Shakespeare** Course seeks to communicate an understanding both of Shakespeare's relation to the received traditions of his time and of his achievement as one of the most important figures in Western literature. Language, characterization, and structure in each of the numerous plays will be carefully analyzed. English 365 focuses on the early plays through *Hamlet* and *Troilus and Cressida*; English 366, on the later plays.

Mr. Myers

400 Writing the Novella For seniors and juniors. Students read novellas by Voltaire, von Kleist, Flaubert, Kafka, and various twentieth-century writers. In addition, each student produces a minimum of 12,000 words (45 pages) of new work that constitutes an entire novella.

Prerequisite: English 205 and either 300 or 301.

Mr. Leeborn

403 Terrible Beauty: The Literature of Apocalypse and Chaos Exploration of why turbulence, disorder, and even anarchy have often resulted when civilizations pursue their need for order and stability and how several literary works have puzzled over this. In modern times, writers have often drawn upon scientific speculation to help resolve the contradictions. Accordingly, the course will also examine the importance of Quantum Physics, Turbulence Theory, and Chaos Theory in shaping literary history.

Mr. Myers

404 Forms of Literary Nonfiction Seminar on nature writing, memoirs, and travel writing. Students learn to identify the qualities of such writing, which while based on the actual world is nonetheless deemed "creative." What are the special advantages of this approach to reality? Students write reports and scholarly papers, as well as one major piece of creative nonfiction.

Mr. Fredrickson

464 Honors Thesis Individualized study project involving the research of a topic and the preparation of a major paper under the direction of a member of the department. Research and writing are done during the fall semester of the senior year. *Prerequisites:* By invitation of department only.

Staff

Individualized Study Individual tutorial, research project, or internship under the supervision of a member of the staff. Student must submit a written proposal to the department well in advance of registration. *Prerequisite:* Approval of department and of directing faculty member. Offered each semester.

Staff

ENVIRONMENTAL STUDIES

Professors Commito (Chairperson), Cowan, and Mikesell

Associate Professor Delesalle

Assistant Professors Crawford and Wilson

Overview

Environmental Studies is an interdisciplinary department designed to provide students with the expertise necessary to analyze and resolve complex issues related to the environment. Faculty from eleven departments on campus teach courses in the Environmental Studies major and minor, making it one of the most comprehensive small-college environmental programs in the country. Although local terrestrial, freshwater, and marine habitats are studied, the program is national and international in scope. Students are encouraged to take advantage of Gettysburg's proximity to scientific and policy-making agencies in the Pennsylvania state capital and Washington, D.C. Environmental Studies students are actively involved in a wide variety of activities across the country, from working on economic development issues with Native Americans in Arizona to collecting field data on the ecology of Maine's coastal zone. At the global level, students can utilize the College's extraordinary travel opportunities to investigate firsthand the environmental problems facing Africa, Asia, Europe, and Latin America. In the classroom or laboratory, on an internship site or service learning project, in the comfort of the library or under demanding field conditions, students are taught to approach environmental issues with an open mind, to examine alternatives carefully, and to write and speak effectively about their work.

Liberal Arts Core Requirements

The Liberal Arts Core requirement in the natural sciences may be satisfied by two of the following: Environmental Studies 121, 124, 126, 128, and 130.

Requirements and Recommendations

Environmental Studies offers three levels of involvement for students interested in the environment. Students who want to learn about environmental issues but are not planning a major or a minor in the discipline are encouraged to take 100-level Environmental Studies courses. Students with a stronger interest in Environmental Studies may pursue the major or minor.

Major in Environmental Studies

Environmental Studies at Gettysburg involves an interdisciplinary approach that links environmental protection, economic development, and human rights issues on a global scale. There is a strong foundation in the natural and social sciences, especially biology, chemistry, economics, and political science, with an emphasis on quantitative skills. Students engage in a senior capstone experience; they are also encouraged to pursue off-campus study, internships, and research opportunities.

The Environmental Studies department offers a major with two areas of concentration:

Core Requirements

- Bio 111** Introductory Biology
- Bio 112** Form and Function of Living Organisms
- Econ 103** Principles of Microeconomics
- Econ 104** Principles of Macroeconomics
- Econ 341** Environmental Economics
- ES 211** Introduction to Environmental Science: Principles of Ecology
- ES 212** Intermediate Environmental Science: Environmental Problems
- Math 111** Calculus I or **Math 105–106** Calculus with Precalculus
- Phil 107** Environmental Ethics

Integration Course (choose one)

- ES 240** Energy: Production, Use, and Environmental Impact
- ES 310** Physical and Human Geography
- ES 315** Land: Ecology, History, and Culture
- ES 317** Chesapeake Bay Environmental Issues
- ES 333** Environmental Policy

Senior Capstone Experience (choose one)

- ES 400** Environmental Studies Seminar
- ES 460** Individualized Study: Research

Area of Concentration

Students choose one concentration, either policy or science. At least two electives must be above the 200-level.

Environmental Policy

- Econ 241** Introductory Economics and Business Statistics or **Pol Sci 215** Political Science Research Methods or both **Soc 302** Sociological Research Methods and **Soc 303** Data Analysis and Statistics
- Econ 245** Intermediate Microeconomic Theory
- ES 310** Physical and Human Geography
- ES 333** Environmental Policy
- Pol Sci 101** American Government or **Pol Sci 103** Introduction to International Relations or **Pol Sci 104** Introduction to Comparative Politics

Plus three electives from:

- Econ 250** Economic Development
- Econ 251** International Economics
- Econ 305** Public Finance
- ES 311** Introduction to Geographic Information Systems
- ES/Soc 314** Comparative Study of Environmental Movements
- Geog 312** Physical and Human Geography of Southern Africa
- Pol Sci 252** North-South Dialogue
- Pol Sci 308** State Politics and Policy
- Pol Sci 340** Models and Policy Analysis
- Pol Sci 363** The Politics of Developing Areas
- Soc 203** World Population
- Soc 306** Introduction to Sociological Theory
- Soc 313** Political Sociology

Environmental Science

- Chem 107** Chemical Structure and Bonding
- Chem 108** Chemical Reactivity
- Phy 103** Elementary Physics or **Phy 111** Mechanics and Heat
- Phy 104** Elementary Physics or **Phy 112** Waves and Electricity and Magnetism

Plus three electives from:

- Bio 200** Physiology of Plant Adaptations
- Bio 260** Biostatistics or **Phy 325** Advanced Physics Laboratory
- Bio 306** Marine Ecology
- Bio 307** Limnology
- Chem 203** Organic Chemistry
- Chem 204** Organic Chemistry
- Chem 317** Instrumental Analysis
- ES 225** Physical Geology
- ES 226** Structural Geology
- ES 310** Physical and Human Geography
- ES 311** Introduction to Geographic Information Systems

- ES 315** Land: Ecology, History, and Culture
- ES 316** Conservation Biology
- ES 317** Chesapeake Bay Environmental Issues
- ES 350** Coastal Ecology of Maine
- Phy 213** Relativity and Modern Physics
- Phy 310** Atomic and Nuclear Physics
- Phy 352** Optics and Laser Physics

Minor in Environmental Studies

The minor requires two introductory courses, three electives, and a senior capstone experience, including:

- ES 211** Introduction to Environmental Science: Principles of Ecology *or* **Bio 305** Ecology
- ES 212** Intermediate Environmental Science: Environmental Problems
- ES 400** Environmental Studies Seminar

Plus three electives from:

- Bio 306** Marine Ecology
- Econ 341** Environmental Economics
- ES 240** Energy: Production, Use, and Environmental Impact
- ES 310** Physical and Human Geography
- ES/Soc 314** Comparative Study of Environmental Movements
- ES 315** Land: Ecology, History, and Culture
- ES 316** Conservation Biology
- ES 317** Chesapeake Bay Environmental Issues
- ES 333** Environmental Policy
- ES 350** Coastal Ecology of Maine
- Phil 107** Environmental Ethics

Enrichment Courses

Students are encouraged to take enrichment courses to add depth and breadth to their Environmental Studies major or minor. These courses come from departments across campus and relate to the environment in a variety of ways. In addition to courses listed as electives in the major and minor, enrichment courses include, but are not limited to:

- Bio 218** Algae and Fungi
- Bio 224** Vertebrate Zoology
- Bio 227** Invertebrate Zoology
- Bio 230** Microbiology
- His 239** Architecture and Society in Nineteenth-Century America
- IDS 250** Science, Technology, and Nuclear Weapons
- Phil 105** Contemporary Moral Issues
- Phil 340** American Philosophy
- Pol 263** The Politics of Developing Areas
- VAH 217** History of Modern Architecture
- VAH 227, 228** Arts of the First Nations of North America

Special Programs

Faculty members teaching Environmental Studies are active scholars who involve students in their projects as research assistants. Research facilities include a new Geographic Information Systems (GIS) laboratory, electron microscopes, environmental growth chambers, and a fleet of 15-passenger vans for field trips.

Many of the College's off-campus affiliated programs provide excellent opportunities to study environmental issues in the U.S. and abroad. These include the American University Environmental Policy Semester in Washington, D.C., which offers internships with government agencies and private environmental organizations, as well as research projects in Costa Rica and Kenya. The College is one of a select few to maintain cooperative programs in marine science with Duke University Marine Laboratory and the Bermuda Biological Station. Students also study at affiliated environmental science and policy programs at universities in Australia, Denmark, England, and New Zealand, as well as at the Ecosystems Center in Woods Hole, Massachusetts. In addition, the Duke University School of the Environment has entered into an agreement with the College that permits students to start work at Duke on a Master of Environmental Management or Master of Forestry degree after three years at Gettysburg. This cooperative agreement allows students to earn the bachelor's and master's degrees in just five years.

All across the nation, public and private schools have recognized the importance of environmental issues and are adding courses in environmental studies to their curricula. Students interested in a teaching career who wish to combine training in education and environmental studies are encouraged to contact the education department.

121 Environmental Issues Introduction to national and global environmental issues. Students learn the basic concepts of ecology, including population growth models, species interactions, and ecosystem and biosphere processes. Building on this scientific base, students use an interdisciplinary approach to analyze economic, ethical, political, and social aspects of environmental issues. Topics include human population dynamics, air and water pollution, toxic wastes, food production, land use, and energy utilization. Course does not count toward the major or minor in environmental studies.

Staff

124 Meteorology Study of the atmosphere and atmospheric phenomena, as well as associated interactions with the oceans and the earth's surface and its organisms. Topics include composition and energy budgets of the atmosphere, cloud development and precipitation, air pressure, winds and fronts, and atmospheric circulation patterns. Destruction of the ozone layer and ultraviolet radiation, the greenhouse effect, pollution, and global warming are also examined. Course does not count toward the major or minor in environmental studies.

Mr. Mikesell

126 Climatology Study of the localized weather of a region. Influencing factors of climate are examined, including continental vs. oceanic/lake effects, temperature and precipitation, the role of cyclones and anticyclones, and topographic and organismic alterations. Also analyzed are specific climatological disturbances, such as thunderstorm formation, tornado development and occurrence, hurricane structure and movement, el Niño and the Southern Oscillation (ENSO), and la Niña. Course does not count toward the major or minor in environmental studies.

Mr. Mikesell

128 Oceanography Introduction to our planet's oceans, beginning with the history of oceanography and focusing on the fundamental concepts of chemical, physical, geological, and biological oceanography. Important environmental problems in marine habitats are also explored. Topics include ocean exploration, plate tectonics, hydrothermal vents, currents, tides, upwelling, waves, tsunamis, ocean-climate interactions, El Niño, global nutrient cycles, primary production, biodiversity, pollution, overfishing, and the law of the sea. Course does not count toward the major or minor in environmental studies.

Staff

130 The Chesapeake Bay Ecosystem Introduction to the physical, chemical, and biological components of the Chesapeake Bay ecosystem. Emphasis is placed on the history of the Bay, primary production dynamics, habitat types, and pelagic and bottom-dwelling organisms. Human impacts on the Bay and its watershed are discussed, including contemporary issues such as crab and oyster fisheries, aquaculture, nutrient inputs, toxic chemicals, exotic species invasions, and the management goals of the

Chesapeake Bay Program. Course does not count toward the major or minor in environmental studies.

Staff

211 Introduction to Environmental Science:

Principles of Ecology Introduction to current ideas in theoretical and empirical ecology. A quantitative approach is used to examine population dynamics, competition, predator-prey interactions, life-history strategies, species diversity patterns, community structure, energy flow, biogeochemical cycling, and the biosphere. Course provides a foundation for further work in environmental studies. Three class hours and laboratory. Credit is not given for both Environmental Studies 211 and Biology 205.

Prerequisite: One year of college science.

Mr. Commito

212 Intermediate Environmental Science:

Environmental Problems Analysis of the major environmental problems facing the U.S. and the world. Application of modern ecological theory to current environmental problems is emphasized. Perspectives from the natural sciences, social sciences, and humanities are used to investigate population growth, agricultural practices, pollution, energy, natural resource use, endangered species, and land-use patterns in the industrialized and developing nations. *Prerequisite:* Environmental Studies 211 or Biology 205.

Mr. Wilson

225 Physical Geology Investigation of the earth's materials and processes that explain the physical structures that make our planet unique. Topics include the Earth's position in space, rock and mineral types, volcanism, glaciation, and seismic events influenced by tectonic activity. Formerly titled Geomorphology. Alternate years. Offered in 1996-97. *Prerequisite:* One year of college science.

Mr. Mikesell

226 Structural Geology Investigation of the earth's varied topographical regions and the processes that produce change. Topics include tectonism, orogenesis, crustal deformation, and erosional agents such as wave action, wind, water, and mass wasting. Alternate years. Offered 1997-1998. *Prerequisite:* One year of college science.

Mr. Mikesell

240 Energy: Production, Use, and Environmental

Impact Conventional and alternative energy sources are examined with respect to supply, price, technology, and environmental impact.

U.S. consumption patterns are studied and the potential of conservation is addressed. Topics include nuclear reactors, fossil fuel supply, photovoltaics, air pollution, greenhouse effect, and energy efficient architecture. *Prerequisite:* One college science class.

Mr. Cowan

310 Physical and Human Geography Studies of human activities in its locational context. Topics include basic place name geography, weather and climate, population trends and characteristics, health and human development, culture and language, technology and economic development, human ecology, and environmental problems.

Mr. Crawford

311 Introduction to Geographic Information Systems Analysis of geographic data and issues relevant to their use. Topics include digital geographic information technologies, digital data sources and database development, geodesy and map projections, data models and structures, data quality and sources of error, spatial analyses, and introduction to basic satellite image processing. Laboratory uses ArcView GIS software to provide hands-on experience in the use and analysis of geographic data. *Prerequisite:* One year of college natural science, social science, or computer science.

Mr. Crawford

314 Comparative Study of National Environmental Movements Analysis of national and international environmental movements. Application of rational choice theory, resource mobilization theory, and the emerging emphasis on identity and culture to the analysis of national environmental movements and organizations. Comparison of national and international environmental movements in Europe, Latin America, Africa, and Asia. *Prerequisite:* One Environmental Studies, Sociology, or Anthropology 200-level course.

Staff

315 Land: Ecology, History, and Culture Exploration of the ecology, history, and culture of land, the foundation upon which human and natural communities exist, focusing on landscape ecology as a tool for analyzing the terrestrial environment at the scale of human intervention. Course also looks at land in western culture and contemporary issues of land management. *Prerequisite:* Environmental Studies 211 or Biology 205. Alternate years. Offered 2001–2002.

Staff

316 Conservation Biology A discipline comprising pure and applied science, which focuses on the preservation of biological diversity. Focus implicitly recognizes that preserving the genetic and ecological features of a species requires preservation of that species' niche. Topics include food web organization, spatial heterogeneity and disturbance, consequences of small population size and inbreeding, captive propagation, demographics of population growth, and species reintroduction and management. *Prerequisite:* Environmental Studies 211 or Biology 205. Alternate years.

Ms. Delesalle

317 Chesapeake Bay Environmental Issues Analysis of the geology and natural history of the Chesapeake Bay region in the context of society's exploitation of a natural system. Course traces the settlement of the region, as well as how the Bay affected the society that developed along its shores, and how the Bay was, in turn, affected by this growth and development. Readings from the scientific, historical, sociological, and economics are studied to form a coherent portrait of the interplay between society and the environment. *Prerequisite:* Environmental Studies 211 or Biology 205. Alternate years. Offered 2001–02.

Staff

333 Environmental Policy Analysis of the policies that guide the use, control, and management of natural resources. Students examine the laws, bureaucracies, economics, politics, and ideologies underlying policy-making processes in order to understand how and why certain policies emerge, as well as their social and ecological effects. Primary focus is on the U.S., but the growing international dimension of environmental policies and the ambiguous role of the U.S. in these efforts are also considered. *Prerequisite:* Environmental Studies 121 and an introductory social science course, or Environmental Studies 212.

Mr. Wilson

350 Coastal Ecology of Maine Intensive two-week field and laboratory experience to investigate marine and terrestrial environments in Maine. Students collect and analyze data, using quantitative sampling techniques to test hypotheses on the ecology of major habitats. Field sites include rocky and soft-sediment shores, open beaches, spruce-fir forests, blueberry barrens, and peat bogs. Emphasis is on the geological phenomena that created North America's glaciated landscape. Relationships between

environment and human activities in this rural area with its natural resource-based economy are explored. *Prerequisite:* Environmental Studies 211 or Biology 205.

Mr. Commito

400 Seminar Advanced study of an important national or global environmental issue. Interdisciplinary approach is used to analyze the problem from a variety of viewpoints in the humanities, social sciences, and natural sciences. Students are responsible for a major term paper involving independent research. Topics differ each semester. *Prerequisite:* Senior standing as a minor or major in environmental studies or permission of instructor.

Staff

460 Individualized Study: Research Independent investigation of an environmental topic of interest to the student. In conjunction with a faculty member, the student writes a research proposal due the tenth week of the spring semester of the junior year for a project to be conducted in the senior year. Student usually defines a research question and collects data to test a hypothesis. Such work may be done in the laboratory or field or with a computer database. A substantial paper is written and presented orally. Studio, performance, and writing projects may also be appropriate individualized study activities. *Prerequisite:* Senior standing as a major or minor in environmental studies and a GPA of at least 2.8, or permission of instructor.

Staff

FRENCH

Professors Gregorio (Chairperson), Richardson Viti, and Viti

Associate Professors Binet and A. Tannenbaum
Instructor Benoit

Overview

Foreign language study not only teaches students much about their native tongue, but also introduces them to another people's language, literature, and customs. This awareness of cultural and linguistic relativity is one of the hallmarks of a liberal arts education.

Introductory French courses develop students' skills in spoken and written French and acquaint them with the literature and culture of the French-speaking world. Language laboratory work is mandatory for all beginning students. With emphasis on oral/aural proficiency, it complements classroom instruction in the language.

Advanced language allows the student to reach the higher level of mastery in French required in more specialized study and usage. In the more advanced literature and civilization courses, students study French writing and culture in greater depth, thereby gaining considerable knowledge of and insight into France's past and present achievements in all fields of endeavor. Students at all levels of French are encouraged to study abroad, either in the College-sponsored programs at the Institute for American Universities in Aix-en-Provence or at the Centre d'Etudes Françaises in Avignon, or in another approved program, as an inestimable enhancement to their understanding of the country, its people, and its language. When students choose the College-sponsored course of study in Aix or Avignon, both credits and grades are transferred and financial aid may be applied to participation in the program.

Students specializing in French will find that their major studies, in addition to their humanistic value, afford sound preparation for graduate study and for careers in teaching or interpreting. A knowledge of French will also be invaluable to them in the fields of international business and government, as well as social work. *All courses offered in the department are conducted in French.*

Requirements and Recommendations

Major Requirements: The French major curriculum, which includes a minimum of ten courses at or above the 300-level, is made up of two sequences:

- 1) A group of four required courses, three of which—300 first, then 305 and 310—should be taken before further progress in the major program unless there is a valid reason for exception, (305 or 310 may be taken simultaneously with 300); and French 400, which must be taken in the spring semester of the senior year.
- 2) A set of six electives chosen from the other departmental offerings at the 300 level.

All French majors are required to spend at least one semester studying abroad in a program approved by the department. Beginning with the Class of 2003, the number of courses taken abroad for credit toward the major is limited to three.

Students planning on certification in secondary education must include both a history/ geography/ civilization course, a phonetics course and a linguistic component in their program of study. These requirements can be

met by completing French 351 and Education 304 or by taking the equivalent courses in a program of study abroad.

Individualized study may be taken only once as part of the minimum requirements for the major. All majors must take at least one course within the department during their senior year. These requirements may be waived in special cases at the discretion of the department.

Minor Requirements: Six courses are required for a minor in French. For students who begin in the 101–102, 103–104, or 201–202 sequences, 202 will count toward the minor. In addition, students must take 205, 300, and three additional courses above 205.

Students who begin in 205 must take, in addition, 300 and four other courses above 205.

Students who begin on the 300 level must take 300 and five additional courses above 300. As with the major, courses taken abroad may be counted toward a minor, subject to the approval of the department chairperson. **Beginning with the Class of 2003, the number of courses taken abroad for credit toward the minor is limited to two.**

Students contemplating a minor in French should register with the department chairperson and be assigned a minor adviser.

French 305 is a prerequisite for majors and minors for all literature and film courses above the 205 level. (Students may take 305 simultaneously with 300.)

Students who have completed the language requirement and who wish to continue in French, but do not contemplate either a major or minor, may take 205, 211, 300, or 305. Permission of the department chairperson is required for entry into all other courses.

Liberal Arts Core Requirements

Prior to their first registration at the College, all students receive preregistration materials, which give detailed instructions on language placement and fulfillment of the Liberal Arts Core requirement in foreign language.

The Liberal Arts Core requirement in foreign language may be satisfied by successful completion of French 202. Achievement equivalent to 202 may be demonstrated by an advanced placement examination or a departmental placement examination. *No student may continue French unless he/she has taken the Departmental Placement Examination.*

All French literature and civilization courses may be used to satisfy the liberal arts humanities requirement, including any approved literature or civilization course completed abroad.

Study Abroad for Majors

Juniors and first-semester seniors who have completed French 300 or its equivalent may study for one or two semesters at the College's affiliated program in Avignon, France. Both credits and grades from this program will be transferred, and Financial Aid may be applied to participation. (See *Off Campus Study*.)

Study Abroad for Minors

Students pursuing a minor in French may study for a semester at the College's affiliated program in Aix-en-Provence. Both credits and grades from this program will be transferred, and Financial Aid may be applied to participation. (See *Off Campus Study*.)

Intermediate Program Abroad

Students may complete the language distribution requirement in French by studying for a semester in Aix-en-Provence. The department's Intermediate Program is offered every fall semester and includes two required courses in French language, plus three elective courses from areas such as political science, history, art, psychology, etc., which may satisfy liberal arts and/or major/minor requirements. Students are required to live with French families.

Special Facilities

Technology classroom in McKnight Hall.

Special Programs

See *Study Abroad, Institute For American Universities Programs in Avignon and Aix-en-Provence*.

Other Activities

The department and the French Teaching Assistant sponsor various activities and organizations, such as the weekly Table française in the Dining Hall, the Cercle Français (French Club), French films, and lectures.

101–102 French for Beginners Elements of speaking, reading, and writing French. Language laboratory usage is required. Enrollment limited to those who have not studied French previously. A student may not receive credit for both 101 and 103; 102 and 104.

Staff

103–104 Elementary French Fundamentals of speaking, reading, and writing French. Language laboratory usage is required. Enrollment limited to those who have previously studied French and who are enrolled according to achievement on the Departmental Placement Examination. A student may not receive credit for both 101 and 103; 102 and 104.

Staff

201–202 Intermediate French Grammar review and practice in oral French in the fall semester, with stress on reading and written expression in the spring. Contact with French culture is maintained throughout. Enrollment limited to those who have previously studied French and who have completed 101–102 or 103–104, or who are enrolled according to achievement on the Departmental Placement Examination. Successful completion of 201 is a prerequisite for entry into 202, unless student is placed there according to the placement examination.

Staff

205 Readings in French Literature Two objectives: skill in reading French prose for comprehension and reading a significant amount of French literature of literary and cultural merit. This course differs from French 201, 202 in that it emphasizes reading for comprehension of content. Enrollment limited to those who have previously studied French and who are enrolled according to achievement on the Departmental Placement Examination.

Staff

211 French Civilization Introduction to aspects of contemporary French society through a study of French history. Offered every spring.

Staff

300 Practice in Communication Oral, aural, and written practices of French structures. Collaborative writing, group discussions, individual compositions, and presentations. Recent French films serve as text. Offered every semester.

Staff

305 Approaches to Literary Analysis Reading and analysis, in their entirety, of representative selections of prose, poetry, and theatre. Course aims to introduce students to interpretive strategies, and to make them more aware of and competent in the reading of literature. *Prerequisite:* French 202 or equivalent. Required of all majors. Course is a prerequisite for all literature courses on the 300-level for both majors and minors. Offered every year.

Staff

310 French Revolutions: Political, Social, and Cultural Upheaval Since 1789 Overview of the various revolutions in France following the Revolution of 1789. Course examines the many political changes from the rise of the French Republic to the current phenomenon of cohabitation, as well as changes that have transformed the face of France in the last two centuries, on fronts as diverse as architecture, the fine arts, demography, and culture. Offered every year.

Staff

332 French Film: Images, Sounds, Theories Study of selected major French films from the New Wave movement to recent cinema. Course is an introduction to the study of the techniques, theory, and semiotics of film as an art form. It includes a reflection on the relationships between image production, social landscapes, and lifestyles in changing contemporary France. Students learn to distinguish between the production and reception of cinematic language. *Prerequisite:* French 305 or equivalent. Offered 2004–05.

Ms. Binet

333 March of a Century: Multiple Colors and Voices: A Choice of Paintings, Films, Poems, and Songs in Twentieth-Century France Study of specific intersections and influences among selected visual arts productions, motion pictures, and poetic texts in a changing twentieth-century France. Students are invited to read between shapes and colors, to see and hear poetry, to decode film languages and to detect correspondences. Definitions of techniques and decoding systems pertaining to each artistic expression are presented and debated. *Prerequisite:* French 305 or equivalent. Offered 2002–03.

Ms. Binet

335 A Woman's Life: Fact and Fiction About the Female Experience Study of the female experience through the words of women themselves. As Annie Leclerc pointed out in *Parole de femme*, for too long men have coopted language and assumed the task of telling women who they are. Course addresses such a presumption and examines, in both fiction and nonfiction, firsthand experience from childhood through aging. *Prerequisite:* French 305 or equivalent. Offered 2001–02.

Ms. Richardson Viti

340 Masterpieces of French Literature Reading and discussion of masterworks of French poetry, prose, and theater in their historical, artistic and social contexts. Works by such authors as Villon, Montaigne, Molière, Mme de Lafayette, Voltaire, Balzac, Flaubert, Colette and Beckett are read in their entirety. *Prerequisite:* French 305 or equivalent. Offered 2001–02.

Staff

342 Classical Greek Heroes on the French Stage Reading and analysis of plays based on Greek myths by such authors as Corneille, Racine, Cocteau, Anouilh and Sartre. Comparison and contrast with the original myth and/or play helps elucidate “modern” responses to the eternal questions posed by classical Greece and its literary masters. *Prerequisite:* French 305 or equivalent. Offered 2001–02.

Mr. Viti

343 He Said, She Said: Gender Perspectives in the Contemporary French Novel Study of the conflicting male/female perspective in representative works by major twentieth-century French writers from Colette and Butor to Proust and Beauvoir. *Prerequisite:* French 305 or equivalent. Offered 2002–03.

Ms. Richardson Viti

344 Moralists and Immoralists in French

Literature Study of topics in French literature over the centuries, examining works of prose whose thematics revolve around the question of morality. Course presents a survey of novels, short fiction, maxims, and fragments that either advance or reject the conventional moral system. Authors studied include La Bruyère, La Rochefoucauld, Pascal, Mme de Lafayette, de Bergerac, Sade, Diderot, Balzac, Flaubert, Huysmans, Gide, Duhamel, and Camus. *Prerequisite:* French 305 or equivalent. Offered 2001–02.

Mr. Gregorio

350 Advanced Stylistics Intensive practice in the refinement of writing skills directed toward a sophisticated and idiomatic use of the language. Coursework includes composition, translation, comparative stylistics, French for use in commercial and other correspondence, and work in the spoken language. *Prerequisite:* French 300 or equivalent. Offered 2001–02.

Staff

351 Phonetics and Diction Phonetic theory, practice, and transcription. Intensive training in pronunciation and diction. Intended for

majors/minors prior to foreign study. Offered 2001–02.

Ms. Tannenbaum

352 French Translation Study and practice in translating from French to English and from English to French. Course develops the ability to render idiomatic French into idiomatic English, and vice-versa. Offered 2003–04.

Staff

400 Seminar Intensive study of a particular aspect of French literature, civilization, or culture to be determined by the instructor. Past offerings include The Art of Emile Zola, The Image of Women in French Literature: A Feminist Perspective and The Gaze and Self-Image in French Film, 1959–89. Course is for seniors (in the final semester) to complete undergraduate work in French. *Prerequisites:* Limited to seniors, except with permission of instructor and approval of department chairperson. Offered every spring.

Staff

Individualized Study Guided readings or research under the supervision of a faculty member. *Prerequisites:* Permission of instructor and approval of department chairperson.

Staff

GERMAN

Associate Professors Armster, McCardle (Chairperson), and Ritterson

Overview

Learning German is more than learning a language. It's also the study of a culture and its history. The German program offers a wide range of courses so that the student of German can become proficient in understanding German literature, history, art, and politics in the context of modern society. At all levels, we encourage the partnership between the study of Germany's historical and cultural development, and the study of its language.

Courses are offered at all levels, from beginning to advanced, for majors and nonmajors. We encourage all of our students to study on our semester program in Cologne, Germany. On this program, students live with German families, participate in weekly excursions, and study German language, art, political science, literature, and history under the direction of a U.S. faculty member and resident German faculty. In addition, qualified students may study on a junior-year program at a German university.

A resident German assistant and various cocurricular activities—films, visiting lecturers, excursions to cultural centers in Washington and Baltimore, weekly German table, German Club—all foster a close working relationship between students and faculty. German television broadcasts are received by a campus-wide satellite system, and in addition to library subscriptions to important journals and newspapers, the department itself maintains subscriptions to newspapers, magazines, and a collection of source materials for use by students and faculty.

Requirements and Recommendations

German 202 or equivalent proficiency is considered a prerequisite to all higher-numbered German courses, unless specified otherwise.

Major Requirements: A major consists of a minimum of ten courses beyond the intermediate language level, including 301 (or 303–304), 305, and 306; 311, 312, 400; at least two courses from those numbered 328, 331, 333, 335, or 325; and one course from History 218, History 218-GC, or German 120. Women's Studies/German 351 (Women in Nazism) also counts for major credit with the approval of the instructor. Majors preparing to teach German in secondary schools must also take Education 304, Techniques of Teaching, and Curriculum of Secondary German (does not count toward German major). No more than three courses taken in Cologne may count toward the major.

Majors must spend at least one semester studying in an approved program in a German-speaking country. Majors who take a study abroad program may count no more than six of those courses toward the major and must take at least two German courses in their senior year.

Majors who, by the end of the junior year, have not demonstrated a satisfactory level of competency in the reading, writing, speaking, and listening comprehension of German, as determined by the department's staff, will be assigned such additional work as considered necessary and appropriate to the attainment of such competency by the end of the senior year.

Minor Requirements: For students beginning at 202 or below, the German minor consists of 202 (or equivalent intermediate course work in Cologne), 301 (or equivalent advanced course work in Cologne), and four additional courses. For students beginning at the 301 level, the minor consists of 301 (or equivalent advanced

course work in Cologne) and five additional courses. No more than three courses taken in Cologne may count toward the minor.

Liberal Arts Core Requirements

Prior to their first registration at the College, all students receive preregistration materials that give detailed instructions on language placement and fulfillment of the Liberal Arts Core requirement in foreign language.

Achievement equivalent to 202 may be demonstrated by an advanced placement examination or a departmental placement examination given during orientation before the initial week of fall semester.

The Liberal Arts Core requirement in foreign language may be satisfied by successful completion of German 202 or any 300-level course.

All German literature and civilization courses satisfy the Liberal Arts Core requirement in the humanities.

With the consent of the history department, German 311 or 312 may be counted toward a history major.

SPECIAL PROGRAMS

Fall Semester in Cologne, Germany

Every fall semester students are invited to participate in the semester study abroad program cosponsored by the Pennsylvania Colleges in Cologne Consortium (PCC). This program is open to all students, sophomore through first-semester senior, regardless of major, who have completed a minimum of one year of college German or the equivalent. Students register for a normal course load (+5 courses). Two courses are German language courses:

203, 204 Intermediate German

214 Cologne: 2000 Years of History and Culture

303, 304 Advanced German

325 German Literature since 1945

The other courses (taught in English) are from the areas of political science, history, art history, and literature and may satisfy distribution and/or major/minor requirements in those areas. These include:

Art Hist. 215 German Art from the Middle Ages to Today

History 218 History of Germany from 1815 to the Present

Pol. Sci. 273 Political Systems of Germany

Credit for the two German courses is for the 200- or 300-level and constitutes the completion of the language requirement. Students live with German families as regular members of the family. Regular Gettysburg College tuition, room, and board cover all but personal expenses.

Junior Year Abroad

Qualified students are encouraged to study abroad one or both semesters of their junior year. Students can choose from programs administered by American institutions at universities in Munich, Freiburg, Marburg, Heidelberg, Bonn, and elsewhere. (See *Study Abroad*).

GERMAN LANGUAGE

101, 102 Elementary German Essentials of grammar, composition, pronunciation. Course includes oral and written work, graded elementary reading, and use of audiovisual cultural materials and correlative drill in the language laboratory. Prepares for German 201, 202.

Staff

103, 104 Fundamental German Fundamentals of understanding, speaking, reading, and writing German. Course includes oral and written work, graded elementary reading, use of audiovisual cultural materials, and correlative drill in the language laboratory. Enrollment is limited to those who have previously studied German and who are enrolled according to achievement on the Departmental Qualifying Examination. Students cannot receive credit for both 101 and 103; 102 and 104.

Staff

201, 202 Intermediate German Continuation of the work of German 101, 102. Progressively more difficult readings introduce the student to German literature and civilization. Course includes use of audiovisual cultural materials and correlative drill in the language laboratory. *Prerequisite:* German 102 or equivalent.

Staff

301 Advanced German Designed for advanced work in language and intended for students who have successfully completed at least German 202, as well as for qualified incoming students. Intensive practice in developing oral communication skills, listening comprehension, and written expression. Conducted in German.

Staff

GERMAN CULTURE STUDIES

205 Understanding Cultural Differences

Intercultural workshop focusing on everyday-life situations in the German-speaking world. Course highlights similarities and differences between Americans and Germans in order to improve students' understanding of other cultures and to train them to participate successfully in intercultural communication. Readings are in German; course is conducted in German. *Prerequisite:* German 201 or equivalent. Course receives half credit.

Staff

305 German Studies: An Introduction

Introduction to the German major through the study of cultural, social, economic, and political developments in postwar Germany from division to the present. Extensive use of critical/analytical readings, memoirs, literature, film, newspapers/magazines, and German television via satellite. Conducted in German, with additional language practice integrated into the course. Oral reports and short papers. *Prerequisite:* German 202 or equivalent. Course is required of all German majors.

Staff

311 Survey of German Culture, Origins to 1790

Study of German cultural history from its origins to the Age of Romanticism, including such topics as Germanic tribes, medieval dynasties, romanesque, gothic and baroque styles, Reformation and Age of Absolutism. Aim is to deepen the student's understanding of and interest in the culture of the German-speaking peoples and their major contributions to the world's cultural heritage. Conducted in German. *Prerequisite:* German 301 or equivalent, or permission of instructor.

Staff

312 Survey of German Culture, 1790–1945

Study of the cultural history of the German people from the Age of Romanticism through the end of World War II, within the context of major social, political, and economic developments. Goal is to understand the creative spirit in nineteenth- and twentieth-century German-speaking countries, and to appreciate their major contributions to the world's cultural heritage. Conducted in German. *Prerequisite:* German 301 or equivalent, or permission of instructor.

Staff

GERMAN LITERATURE

120 German Literature in Translation Critical analysis and appreciation of form and content of representative German literary masterpieces, selected from the literary periods from the Middle Ages to the present, together with an examination of the times and cultural circumstances that produced these works. Counts toward a major in German.

Staff

306 Interpreting German Literature

Introduction to the development of German literature and how to read and comprehend literary prose, poetry, and drama. Course aims to develop a sense for the art of reading, interpretive strategies for literary study, and a valid basis for the appreciation and judgment of literature. Students read, discuss, and write about literary texts in various genres and from various historical periods. Conducted in German. *Prerequisite:* German 202 or equivalent. Course is required of all German majors and is a prerequisite for all higher-numbered literature courses. Offered every year.

Staff

328 Goethe's *Faust* Intensive reading and analysis of *Faust*. Lectures and discussions highlight its aesthetic, moral, and ethical values and autobiographical significance. Modern cultural implications are also examined. Outside reading and reports. Conducted in German. *Prerequisite:* German 306 or permission of instructor.

Staff

331 Narrative Literature Course in German prose narrative, represented primarily in writings from the early eighteenth century to the present. Works read reflect particularly the development of German narrative since the emergence of the modern novel and *Novelle*. Readings are in German; course is conducted in German. *Prerequisite:* German 306 or permission of department.

Staff

333 Lyric Poetry Study of German lyric poetry from the earliest examples to the works of contemporary poets. Class discussions of the readings concentrate on the interrelations of form, content, and idea. Course also considers the historical place of works by major figures. Readings are in German; course is conducted in German. *Prerequisite:* German 306 or permission of department.

Staff

335 German Drama Reading and critical analysis, through discussion and lecture, of representative dramas from the eighteenth century to the present. Includes works by Lessing, Schiller, Goethe, Kleist, Büchner, Hebbel, Hauptmann, Brecht, Dürrenmatt, Frisch, Braun, Hacks, or others. Readings are in German; course is conducted in German. *Prerequisite:* German 306 or permission of department.

Staff

351 Women and Nazism Examination of the effects of Nazism on women, primarily (but not exclusively) in Germany, beginning in the 1920s and extending to postwar times. Course focuses on women's perspectives as exhibited in historical and literary documents. Fulfills literature requirement. May be counted toward the German major with approval from professor.

Ms. Armster

400 Seminar Intensive study of selected aspects of German language, literature, and civilization through reading, discussion, and oral and written reports. Topics are selected with a view to affording students an opportunity to strengthen their knowledge in areas not covered in their other course work in the department. Conducted in German.

Staff

IN COLOGNE:

214 Cologne: 2000 Years of History and Culture

Intermediate-level course for students enrolled in German Language and Culture I and II. Study of the development of the city of Cologne as an urban complex and as a mirror of German and European history. Course also builds vocabulary and further strengthens language skills. Includes lectures, discussions, readings, field trips, essays, and group projects.

325 German Short Fiction Study of the literature of German-speaking countries from the end of World War II to the present. Course introduces students to authors and genres representing important literary currents and historical developments of the postwar era. Conducted in German.

Individualized Study Guided reading or research under the supervision of a faculty member.

Prerequisite: Permission of department.

HEALTH AND EXERCISE SCIENCES

Associate Professor Donolli

Assistant Professor Stuenkel (Co-Chairperson)

Instructor D. Petri (Co-Chairperson) and C. Wright

Adjunct Instructors M. Cantele and Fees

Overview

The department's philosophy is a holistic one. We believe in the Greek ideal of "a sound mind in a sound body." The College stresses the individual need for total fitness for all students through our required courses. Our majors' courses offer students with a particular interest in health and exercise sciences a rewarding and well-rounded educational and life experience.

A major in health and exercise sciences (HES) is an excellent preparation for specific areas, such as allied health careers and state-approved teaching certification in health and physical education (K-12). With proper course selection students can qualify for postgraduate work in allied health fields such as physical therapy, occupational therapy, physician assistant, cardiac rehabilitation, and exercise physiology. Gettysburg College has an agreement with MCP Hahnemann University Graduate School for early acceptance of selective graduates who meet the criteria for admission into the entry-level physical therapy program. The College also has an agreement with The Johns Hopkins University School of Nursing for a combined (3-2) degree program, and with Pennsylvania College of Podiatric Medicine for an accelerated (3-4) degree program.

Requirements and Recommendations

Major Requirements: HES majors must satisfy all College Liberal Arts Core requirements. Psychology 101 is the preferred social science course. Biology 101 and 112 are required for students in the Allied Health Science Track and should be taken during the first year. Biology 101 and 102 are required for students in the Teacher Education Track and should be taken during the first year.

Majors are required to complete seven core courses, plus courses in an area of concentration. The seven core courses are HES 112, 209, 210, 214, 218, 309, and 320. In addition to taking the core program, all majors select an area of concentration and complete the courses specified.

a) **Allied Health Science Track:** Each student is required to take the following courses: HES 310, 376, 449, HES 332 (or Biology 260 or Math 107 or Psychology 205), and Chemistry 107, 108,

and/or Physics 103, 104

b) **Teacher Education Track:** For students graduating in the K-12 teacher certification program (elementary and secondary teacher education), the following courses are required: HES 101, 102, 201, 202, 301, 302, HES 211, 230, 310, 332, Education 201, 209, and Psychology 101, 225. In order to complete teacher certification Education 303, 304, and 476 must be completed. (*See listings and requirements in the Department of Education and under Teacher Education Programs.*)

Faculty advisers are available to help in counseling, but students have the sole responsibility for meeting all major requirements. It is important to declare the HES major early in the four-year curriculum; failure to do so often means an additional semester or two to complete the program. *HES majors must take all HES core courses at Gettysburg College.*

The department strongly recommends that all HES majors complete an internship in order to gain practical experience and insights into a specified area of interest. Internships may be taken during the summer months or during the regular academic year. Applied experiences may be arranged in such settings as sports medicine, physical therapy, adult fitness, cardiac rehabilitation, sports administration, or sports management. Grading is contracted between the student and the faculty sponsor on an S/U basis and is determined by the sponsor and the cooperating internship supervisor.

Minor Requirements: Students must meet the prerequisite in the natural sciences by completing Biology 101 and 112. The following five courses are required: HES 209, 210, 214, 218, and 309. The student may choose one course from the remaining to complete the minor: HES 230, 240, 310, 332, 361, 376, or 449.

Liberal Arts Core Requirements

For nonmajors, the one-quarter credit course in fitness/recreational skills is required for graduation. This course is graded only on an S/U basis.

HES 332 and 342 fulfill the Liberal Arts Core requirement in quantitative reasoning.

FITNESS/RECREATIONAL SKILLS ACTIVITIES

Activities for Children

Aerobics

Archery

Badminton

Basketball
 Beginner's Swim
 Body Conditioning (Aerobics, Anaerobics, Weight Training)
 Challenge Course
 Fitness Swim
 Golf
 Indoor Soccer
 Indoor Lacrosse
 Lifeguarding**
 Running & Jogging (Self-Paced)
 Skiing**
 Softball
 Tennis
 Volleyball
 Water Polo

**Requires extra fee

Students who are unable to participate due to medical reasons in the regular programs should enroll in HES 106, Adapted Physical Education, which can be substituted for any fitness/recreational skills course.

101, 102, 201, 202, 301, 302 Major Skills Skill development and methods and techniques of class organization and instruction for the following physical education activities: lacrosse, field hockey, wrestling, swimming, gymnastics, folk-square-social dance, baseball, softball, tennis, aerobics, conditioning, weight-training badminton, elementary school teaching, golf, archery, soccer, elementary-junior high-senior high games and recreational activities, basketball, volleyball, and track and field. Course is for health and exercise sciences majors. 1/4 course each.

Staff

112 Foundations of Health, Physical Education, and Recreation Introduction to the development of health, physical education, and recreation programs from historical, philosophical, and contemporary perspectives. Special emphasis is placed on current controversial issues existing in physical education and athletics, as well as on the diversity of career options available within allied health sciences. *Prerequisite:* Majors only or prospective majors.

Ms. Wright

209 Human Anatomy and Physiology I Systems approach to study the structure and function of the human body. Emphasis is placed on the levels of organization within the human body, and the anatomy and physiology of the integumentary, skeletal, muscular, and nervous systems. (The remaining systems are covered in

HES 210.) *Prerequisites:* Biology 101 or 111 and Biology 102 or 112.

Ms. Stuenkel

210 Human Anatomy and Physiology II Systems approach to study the structure and function of the human body. Emphasis is placed on the anatomy and physiology of the cardiovascular, lymphatic, respiratory, urinary, digestive, reproductive, and endocrine systems of the human body. (The remaining systems are covered in HES 209.) *Prerequisites:* Biology 101 or 111 and Biology 102 or 112.

Ms. Stuenkel

211 Personal Health Critical look at relevant health issues of this decade. Careful inspection of data concerning drugs, human sexuality, marriage and family living, old age, and pollution is included, along with an examination of the relationship of personal health problems to the community at large.

Ms. Wright

212 Community Health Broad overview of community health. Health promotion, consumer health, public health, school health, environmental health, preventative medicine, and the health care system are examined. Each area's contribution to community health is discussed.

Ms. Wright

214 Athletic Training I Preparation of the prospective athletic trainer for the prevention and care of injuries. Course includes instruction about protective equipment, safety procedures, and facilities, as well as preparation of the athlete for competition, emergency procedures, post-injury care, and medical research related to training and athletics. Material in the official Red Cross Standard First Aid courses is given, and certificates can be earned. Practical work covered includes massage, taping, bandaging, and application of therapeutic techniques.

Mr. Canale

218 Kinesiology Examination of the interaction of the skeletal, muscular, and nervous systems that create movement. Areas of study include the osteology, arthrology, myology, and neurology of the head, neck, trunk, and limbs. Various skills are analyzed to determine joint motion, types of muscle contraction, and involved muscles. *Prerequisite:* HES 209.

Staff

220 Administration in Health and Exercise

Sciences Study of the administrative theory, principles, and problems in health and exercise science.

Staff

230 Nutrition and Performance Investigation of human nutrition, focusing on the nutrients and factors that affect their utilization in the human body. Emphasis is placed on the effects of various nutrients on fitness and athletic performance. Topics include nutritional quackery, weight

control, and pathogenic practices among athletes. *Prerequisite:* Biology 101 or 111.

Staff

240 Sport Psychology Study of the principles and concepts used in sports psychology. Topics of personality and the athlete, success strategies of performance, and motivational theories are covered in depth. History of sports psychology and the psychology of play and competition are also stressed. *Prerequisite:* Psychology 101.

Mr. Janczyk

250 Methods of Teaching Elementary Health and

Physical Education Examination of history and philosophies of teaching elementary health and physical education. Principles, methods, and strategies for teaching elementary health and physical education will be investigated. Students explore lesson planning, classroom management intervention, and assessment strategies.

Staff

251 Methods of Teaching Secondary Health and

Physical Education Examination of history and philosophies of teaching secondary health and physical education. Principles, methods, and strategies for teaching secondary health and physical education are investigated. Students explore lesson planning, classroom management intervention, and assessment strategies.

Staff

309 Exercise Physiology Study of integration of the body systems in performance of exercise, work, and sports activities. Both acute and chronic stresses are considered. Performance of exercise activities by the body under environmental stress situations. Laboratory experiences include the measurement of physiological parameters under exercise conditions. *Prerequisites:* HES 209, 210.

Mr. D. Petrie

310 Clinical Exercise Physiology Provides an understanding of exercise prescription for healthy adults and those with coronary heart disease risk factors. Standard fitness testing techniques are demonstrated in supplemental laboratory sessions. All exercise testing and prescription considerations are taught in accordance with guidelines established by the ACSM. *Prerequisite:* HES 309 or permission of instructor.

Mr. D. Petrie

320 Corrective and Adapted Physical Education

Provides instruction, experiences, and observations of the school environment and of school children. Specific abnormalities of people are studied, and exercises are adapted for individuals to allow more complete personality and physical development through activity. A laboratory experience allows students to gain first-hand experience in working with a special needs person.

Ms. Wright

332 Measurement and Evaluation in Health and Physical Education

Concentration on test preparation in the cognitive, psychomotor, and affective domains; application of measurement and evaluation optics; analysis of data through the use of computers; and participation in field experiences with standardized testing.

Staff

342 Biomechanical Analysis of Sport Skills

Study of the science that investigates the mechanics of the human body at rest or in motion. Course covers basic mechanical principles of statics and dynamics and application of these in the analysis of sport activities. Laboratory experiences include an analysis of a selected sport skill.

Mr. D. Petrie

361 Athletic Training II Study of sports injury assessment process. Primary assessment, first aid, CPR, and basic taping procedures are assumed competencies. The NATA competencies dealing with the cognitive and psychomotor competencies of assessment and evaluation of the upper and lower extremities are examined in depth. Professional interaction with doctors and other allied health professionals is required. *Prerequisites:* HES 209, 210, 214.

Mr. Donolli

362 Therapeutic Exercise Advanced course concerning therapeutic exercise and rehabilitation/reconditioning of athletes.

Intended for students majoring in Health and

Exercise Sciences with an emphasis in athletic training. Course consists of lectures and laboratory experiences that explain the theory and application of therapeutic exercise and equipment used for rehabilitation and reconditioning athletes. *Prerequisites:*

HES 209, 210, 214.

Mr. Fees

363 Therapeutic Modalities The study of therapeutic modalities for the treatment and rehabilitation of injuries. This course will provide the necessary information for the Allied Health student to develop problem solving and application skills of therapeutic modalities for the treatment of injuries. *Prerequisites:* HES 209, 210, 214.

Mr. Fees

376 Advanced Exercise Physiology In-depth study of various factors affecting human performance, with emphasis on regulation of various bodily functions at rest and during physical activity. Laboratory activities acquaint students with equipment and testing procedures used in measuring physiological parameters.

Prerequisite: HES 309.

Mr. D. Petrie

420 Senior Seminar in Athletic Training Special medical topics, pathology-related topics, administration in the athletic training setting.

Prerequisite: HES 361.

Mr. Donolli

449 Introduction to Research Provides theoretical basis for conducting, interpreting, and analyzing research in physical education and exercise science. Course focuses on problem identification, project planning and instrumentation, and data collection. Written senior thesis presented to HES faculty is required. *Prerequisite:* HES 332, Math 107, Bio 260, Psych 205, or permission of instructor.

Staff

464 Honors Thesis Course allows selected senior HES majors to conduct original research under the direction of a thesis committee. Upon completion of a formal thesis, each student orally presents the nature and results of the study to the entire HES staff. Successful completion of the program entitles the student to receive credit for one course that can be applied toward the HES major. *Prerequisites:* HES 449 and invitation of the department.

Staff

HISTORY

Professors Birkner (Chairperson), Boritt, and Gallman
Associate Professors Bowman, Chiteji, and Sanchez
Assistant Professors Shannon and Lowy

Instructor Skok

Adjunct Assistant Professor Colburn

Adjunct Instructors Ericson and Brasher

Overview

The department aims to acquaint students with the concept of history as an organized body of knowledge and interpretation that shapes "the memory of things said and done." Mastery within this broad field provides an appreciation of history as literature, an understanding of our heritage, and a perspective by which one may thoughtfully evaluate our own time. Through classroom lectures and discussions, an introduction to research, and seminars, the department encourages the student to develop as a liberally educated person. History courses help prepare students for graduate study and for careers in teaching, law, the ministry, public service, business, and other fields.

Requirements and Recommendations

Requirements for a major are ten courses, including a 100-level history course, History 300 (in the sophomore year), and one of the senior research seminars. All majors must pass at least three additional 300-level courses and three courses at the 200 or 300 level chosen from at least three of four groups: American, European, African, or Asian history. (Hist. 345 and CWES 205 may not both count toward the major.) Senior research seminars, numbered 408 to 418, are normally restricted to history majors, for whom one is required. A selection from the list of seminars is offered each year. They provide students with an opportunity to work in small groups with a faculty member in research upon a selected topic. Typically, participants are expected to engage in reading, discussion, oral reports, writing of formal papers based on individual research, and critiques of each other's work.

The minor in history consists of six history courses, of which no more than two may be at the 100 level and at least two must be at the 300 level. One course may be among the courses of other departments listed below. No courses taken S/U may be included.

Greek 251 (Greek History) and Latin 251 (Roman History) may be counted toward the ten-course requirement for the history major. A student who has declared a double major in

history and a modern language may, with special permission from the chairperson of the department of history, count one of the following courses toward the ten-course requirement for the history major (but not toward the 300-level requirement): French 211; German 311, 312; Spanish 310, 311.

Liberal Arts Core Requirements

All courses fulfill the Liberal Arts Core requirement in the humanities. History 104, 221–224, 271, 272, and 373 satisfy the requirement in non-Western culture.

103 Europe, Asia, and Africa: 1750–1930

Introduction to the history of the modern world (app. 1750–1930). Focus is on the comparative global history of Asia, Africa, and Europe during this period. Course examines economic, political, and cultural interactions between these three continents, and includes some history of the Americas to round out the picture of world history. Themes include global economics (slave trade, industrial revolution(s), world markets), imperialism, nationalism, and world war. Course is intended as an introductory history class for all students and fulfills one of the Humanities requirements. Course also fulfills the global history requirement for majors.

Mr. Bowman

104 History of the Islamic World to 1800

Introduction to the Islamic world from the origins of Islam to the decline of the Ottoman Empire. Course examines the geographical spread of Islam, terms of encounter with regional populations, and resulting exchanges. Students read the work of a Muslim historian and explore the role of Sufism in winning converts.

Ms. Powers

105 The Age of Discoveries, 1300–1600 Course focuses on cultural and economic interactions between Europe, Asia, the Muslim world, and the Americas, and places great “discoveries” of Western history—the new World, conquests, the “rebirth” of antiquity, and the beginnings of modern science—within their context of cross-cultural exchange. Students consider literary, scientific, and religious influences on individual encounters, as well as historians’ explanations for long-term global realignments during a dynamic period in world history.

Ms. Sanchez, Ms. Brasher

106 The Atlantic World, 1600–1850 Examination of the development of an Atlantic world system that connects Europe, Africa, and the Americas. Students study Atlantic communities in a comparative context that emphasizes international trade and communication, encounters between native and colonial peoples, the rise and fall of New World slavery, and the development of new national identities.

Mr. Shannon

110 The Twentieth-Century World

Historical change in the global setting, from the ascendancy of the pre-First World War empires to the present. Topics include technological development, imperialism and decolonization, world wars, political revolutions, social and economic forces, and the reshaping of thought and the arts in the diverse cultures of humanity.

Mr. Birkner, Mr. Chiteji, Ms. Ericson, Ms. Lowry, Ms. Skok

203, 204 History of the British Isles Survey of British history from ancient times to the present. Includes Ireland, Scotland, and the overseas empire. Dividing point between the two courses is 1800.

Mr. Shannon

206 Spain and the New World Examination of the social, cultural, and political history of Spain and the New World from 1450 to 1700. Special attention is given to the effects which the discovery of the New World had on Spain and Latin America and the manner in which Spain imparted its institutions, culture, and beliefs to the peoples it conquered.

Ms. Sanchez

209 Women's History since 1500 Survey of the history of women since 1500, with particular attention given to women's participation in the political, economic, cultural, and familial realms. Focus is primarily on European women, with occasional comparisons to the United States.

Ms. Sanchez

210 History of Early Modern France

Examination of major themes in French social, economic, and cultural history, from the reign of Francis I and the emergence of the Renaissance state to the Revolution with its sweeping away of the order associated with that state. Course concentrates on the changing social and economic structure of the period, as well as on the contemporaneous evolution of “popular” and political culture.

Staff

216 Modern Russia and the Soviet Union

Introduction to the history of modern Russia and the Soviet Union. Course follows political, economic, cultural, and social developments in Russia from the time of Catherine the Great and the French Revolution to the collapse of the former Soviet Union. Topics include Tsarist Russia, Russia in World War I, the Russian Revolution of 1917, Stalinism, the Cold War, the Post-1945 period, and Gorbachev and the end of single-party rule. Course also addresses the role of women, minorities, and social classes in the history of modern Russia.

Mr. Bowman

218 Modern Germany

Introduction to the history of modern Germany, addressing political, economic, cultural, and social developments since 1800, with special attention given to the Bismarckian and Wilhelminian era, World War I, the Weimar and Nazi periods, World War II, the Holocaust, and the era of the two Germanys. *Students may not receive credit for this course and Hist-C218 taught in Cologne.*

Mr. Bowman

221, 222 History of East Asia Survey of East Asian civilizations to app. 1800 (in 221), and of East Asian political, social, and intellectual developments since the beginning of the Qing Dynasty.

Ms. Louy

223 Modern China Study of Chinese history since the beginning of the Qing Dynasty, with emphasis on transformations of the nineteenth century and the Nationalist and Communist revolutions.

Ms. Louy

224 Modern Japan Examination of Japanese history and culture from the beginning of the Tokugawa period (ca. 1600) to the present. Explores Japan's attempts at constructing a nation that would meet the challenges of modernity, while at the same time preserving Japanese traditions.

Ms. Louy

230 The Native American-European Encounter in North America

Course focuses on encounters and adaptations between native American and European peoples in North America from 1500 to the present. Topics include the demographic consequences of contact; impact of European trade, religion, and war on native societies; relations between native Americans and the U.S. government; and the question of native American identity in the modern world.

Mr. Shannon

236 Urbanism in American History Introduction to American history from the perspective of urbanism. Beginning with the colonial town and continuing to the megalopolis of the late twentieth century, students investigate the nature of urban life and its influence on the course of American development.

Ms. Skok

238 African American History: A Survey Focus on aspects of the African American experience, from the seventeenth century to the present. Special attention is given to the slave experience, emancipation and reconstruction, racial attitudes, the northward migration of African Americans in the twentieth century, and the Civil Rights movement of the 1950s and 1960s.

Mr. Birkner

245 Gender and the American Civil War Study of the experiences of women and men during the Civil War era (app. 1840–1870s), with particular attention given to the following questions: How did the public role of women evolve during these decades? How did the experiences of women and men vary according to race, class, condition of servitude and location? How did the war illuminate or challenge existing gender roles? How did the military experiences of the war shape notions of masculinity?

Mr. Gallman

248 Poverty and Welfare in American History

Survey of the history of poverty and responses to poverty in America, from the colonial period to the passage of recent welfare reforms. Class focuses on three interrelated clusters of questions. Who were the poor and how have they lived? What have Americans thought about poverty? And what have been the public and private policy responses to poverty? Course has a required service-learning component

Mr. Gallman, Ms. Skok

271, 272 African History and Society Study of African history from the pre-colonial era to the present. First semester covers traditional societies, state formations, Africa's relationship to the world economy, and European exploration and conquest. Second semester examines developments leading to the colonization of Africa, changes in African societies under colonial rule, African responses to colonialism, African nationalist movements, and post-colonial socioeconomic and political experiments.

Mr. Chiteji

300 Historical Method Course introduces majors to the techniques of historical investigation, considers the nature of history, and examines the relation of history to other fields of study.

Prerequisite: Two courses in history.

Mr. Birkner

308 Women, Power, and Politics in Early Modern Europe Study of women's access to political power and their participation in politics in early modern and modern Europe. Consideration is given to different ways women exercised authority and influence and how they expressed a political voice. Includes an analysis of perceptions of politically powerful women.

Ms. Sanchez

311 Medieval Europe Survey of the period from the breakdown of Roman institutions in the West to the coming of the Black Death in 1347. Special emphasis is given to political, cultural, and social developments, including such topics as the Germanic invasions, the reign of Charlemagne, the struggle between secular rulers and the papacy, the Crusades, and the twelfth-century renaissance.

Ms. Sanchez

313 Renaissance and Reformation Study of the gradual transition from the medieval to the early modern world, from ca. 1350 to the end of the sixteenth century. Course covers the cultural, political, economic, and religious changes and discusses such seminal figures as Petrarch, Machiavelli, Luther, Calvin, and Loyola.

Ms. Sanchez

314 Early Modern Europe, 1550–1750 Course begins with the sixteenth-century wars of religion and continues with a study of the Habsburgs' attempts to dominate Europe, the emergence of France to predominance, and the development of the absolute state. The cultural and social impact of those political changes form a central part of the class.

Ms. Sanchez

315 Europe and the Age of Revolution Intensive analysis of the origins and implications of the French Revolution. Course explores the differing aspirations of the nobles and peasants, lawyers and artisans, clerics and women, soldiers and philosophers whose world was transformed during the revolutionary decades. Students assess diverse interpretations of the revolution's causes and its consequences for the development of modern political culture.

Staff

316 Transformations in Nineteenth-Century Europe

In-depth analysis of the history of nineteenth-century Europe. Course follows political, economic, cultural, and social developments in Europe beginning with the Ancien Regime and the French Revolution. Focus is on the transformations in the nineteenth century that brought Europe and much of the world into the modern era. Topics include the industrial revolution, Napoleon, political ideologies, the creation of new social classes, and scientific and medical revolutions. Course emphasizes the differences between the world before 1789 and the world in which we live today.

Mr. Bowman

317 Europe 1871–1919 Period from the Paris Commune of 1871 to the settlement of the Great War in 1919. Course explores transformations in European economies, states, foreign relations, society, and thought that formed the backdrop for the Great War.

Mr. Bowman

318 Europe and the Two World Wars Studies of selected aspects of European history from the outbreak of the First World War in 1914 to the end of the Second World War in 1945.

Mr. Bowman

319 Europe since 1945 Perspectives on postwar Europe: reconstruction, de-Nazification, de-Stalinization, the end of the colonial empires, nationalism and European integration, and the role of the state and of religion, with the reflection of these in culture and society.

Mr. Bowman

324 Japanese Imperialism, 1853–1945

Examination of the origins and evolution of Japanese imperialism from the "opening" of Japan to the end of World War II. Topics include the origins of Japanese imperialism, the process of colonization, the nature of colonial rule, and the effects of imperialism of Japan.

Prerequisite: History 222, 224, or permission of instructor.

Staff

335, 336 American Social and Cultural History

Course traces America's major social, religious, artistic, and philosophical movements and their immediate and long-range impact on American life and culture. Beginning with the American Revolution, History 335 covers the period to the Civil War. History 336 continues from that period to the present. Offered alternate years.

Ms. Skok

341 Colonial America Examination of the colonization of North America from ca. 1500–1750, with emphasis on the European-Indian encounter, the origins of slavery, and comparative analysis of family, gender, and labor relations. Students also study provincial American culture from different regional perspectives and within a wider British-Atlantic world.

Mr. Shannon

342 Revolutionary America Examination of the origins, conduct, and results of the American Revolution, from ca. 1750–1790. Emphasis is on the social and cultural transformation of American life and the political ideology of the revolutionaries. War for Independence is explored from the perspectives of soldiers, civilians, women, African Americans, loyalists, and Indians.

Mr. Shannon

343 Jeffersonian–Jacksonian Era Course covers the period from the 1790s to the Mexican War and explores currents of American national life and sectional interests under such influences as Jefferson's agrarian republicanism and the new democratic movements of the Jacksonian period.

Mr. Birkner

345 Civil War The trauma of America from the end of the Mexican War to Appomattox, moral judgments in history, political culture, economic interests, diplomacy, and war.

Mr. Boritt

348 Early Twentieth-Century America Focus is primarily on the major political, economic, and social developments in the U.S. from about 1900 to 1945. Some attention is given to the role of the U.S. in the world during this period.

Mr. Birkner

349 The United States Since 1945 Examination of major political, economic, and social developments in the U.S. since 1945, including demands made on the U.S. as a leading world power.

Mr. Birkner

373 History of Sub-Sahara Africa in the Twentieth Century Study of the impact of European colonial rule on African cultures, African responses to colonialism, and the impact of the colonial experience on contemporary African nations. Course also examine various methods of African resistance to colonial rule.

Mr. Chiteji

SENIOR RESEARCH SEMINARS:

408 The Reformation

Ms. Sanchez

410 Abraham Lincoln

Mr. Boritt

412 Eisenhower and His Times

Mr. Birkner

413 Decolonization in Africa

Mr. Chiteji

417 Meaning of Independence

Mr. Shannon

418 Nazism

Mr. Bowman

Individualized Study Individual tutorial, research project, or internship, requiring the permission of an instructor who supervises the project. Instructor can supply a copy of the statement of departmental policy regarding grading and major credit for different types of projects. Either semester.

Staff

INTERDEPARTMENTAL STUDIES

Professor Cushing-Daniels (Chairperson)

Associate Professor Powers

Adjunct Instructors Lindeman and Lane

The Committee on Interdepartmental Studies offers courses and coordinates specialized interdepartmental programs. These may include international programs and global/area studies.

Among other opportunities for Interdepartmental Studies is the special major: a student, with the consent of two supervising faculty members from different departments, may design a coherent program of at least ten courses focusing on a particular issue or area not adequately included within a single department. It may be based on any grouping of courses drawn from any part of the curriculum so long as the proposed major is coherent, serves a carefully defined academic purpose, and includes no fewer than eight courses above the 100 level, three or more courses at the 300 level, and a 400-level individualized study course. The Committee on Interdepartmental Studies has final responsibility for approving special majors. (See "Special Major" for a fuller description.)

By nature of their objectives and content, Interdepartmental Studies courses cross the lines of departments and specialized disciplines.

For example, some of these courses attempt to provide the common body of knowledge traditionally associated with a liberal education; others attempt to integrate the understanding of different kinds of subject matter; and still others combine methodologies from diverse departments and disciplines. Most notably, the Senior Scholars' Seminar challenges an invited group of seniors, representing as many academic departments as possible, to apply their skills to the investigation of a problem that crosses the boundaries of, and demands the methods of, several disciplines. (See "Senior Scholars' Seminar" for a fuller description.)

In addition to the courses listed below, courses of an interdepartmental nature can be found in this catalog under the African American Studies program, the Environmental Studies program, the Latin American Studies program, and the Women's Studies program.

Liberal Arts Core Requirements

IDS 103, 104, 161, 211, 216, 229, 239, 241, 243, 244, 246, 247, 249, 260, and 272 fulfill the Liberal Arts Core requirement in the humanities. IDS 229, 239, and 268 satisfy the requirement in non-Western culture. IDS 267 fulfills the requirement in the arts.

103, 104 Literary Foundations of Western Culture

Study of selected major literary works of Western culture. Authors range from Homer and Plato, St. Augustine and Dante, to Shakespeare, Milton, and Goethe. Through reading and discussion of complete works, the student is introduced to those humanistic skills and critical methods that have traditionally distinguished the liberally educated person.

Mr. Lane, Ms. Lindeman

161 Introduction to Jewish Studies: The People of the Book

Introduction to the wide range of Jewish experience from the biblical period to the present. Given the diversity of the experience, students are encouraged to develop and articulate their own answers to the question: How have various historical, cultural, political, and economic contexts affected Judaism and how has Judaism affected them in turn. Students study historical materials, as well as religious, cultural, and political artifacts.

Staff

211 Perspectives on Death and Dying Study of death and dying from a variety of perspectives: psychological, medical, economic, legal, and theological. Dignity in dying, what happens after

death, euthanasia, body disposal, AIDS, and other such problems are examined. May be counted in requirements for a religion major.

Prerequisite: permission of instructor.

Mr. C. Myers

216 Visions of Reconstruction Examination of the theme of Reconstruction, rather than just the era. Course is interdisciplinary in its examination of a variety of texts and documents, including histories, legal documents, political cartoons, films, music, and literature. Students develop an understanding of what Reconstruction meant to the people who experienced it, and what it has continued to mean in American literature and culture into the twentieth century.

Mr. Hannon

229 South Asia: Contemporary Issues in Historical Perspective

Study of contemporary cultural issues in the Indian sub-continent, viewed through the historical events and texts that have generated them. Alternate years. Offered spring 2001.

Ms. Powers

239 South Asian Literature

Study of major South Asian literary works in translation, including epics from North and South India, Sanskrit drama, Muslim literature, modern novels and short stories. Complete works read from an interdisciplinary perspective, using criticism from Western and South Asian sources.

Alternate years. Offered spring 2000.

Ms. Powers

241 Modern Irish Drama Exploration of the evolution of modern Irish theatre within the matrix of the esthetic and political revolutions that occurred, and continue to occur, in twentieth-century Ireland. Irish dramatists have produced a body of literature remarkable for both its unparalleled artistic achievement and its acute political and social responsiveness. Major emphasis is accorded W. B. Yeats, Lady Augusta Gregory, John M. Synge, Sean O'Casey, Samuel Beckett, and Brian Friel. Not offered every year.

Mr. J.P. Myers Jr.

243 Anglo-American Folk Song Study of the Anglo-American tradition of folk song in the U.S. After defining traditional folk song and looking at its place in the cultural history of this country, course briefly surveys the history of folksong scholarship, then undertakes an in-depth study of three broad types of folk music—ballads, lyrical songs, and instrumental music. Song types are examined from a thematic

perspective, based on the content of the lyrics. Students engage in some musical analysis, but no prior musical knowledge is required. Not offered every year.

Mr. Winans

244 Introduction to American Folklore Course begins with discussions of the nature of folklore and some sense of the history of the discipline, then focuses on materials on the folk group, the folk process, the folk performance, the nature of folk world-views, and guidance on doing folklore research. Emphasis next shifts to children's folklore, urban legends, Gettysburg ghost stories, gender-related folklore, African-American folklore in historical context, and a final section on folk song and folk music. Not offered every year.

Mr. Winans

246 Irish Quest for Identity: The Irish Literary Revival Study of the culture and history of Ireland as reflected in its literature in English, c. 1880–c. 1940. Course explores how Ireland, principally through her writers, succeeded in reviving and asserting her unique Gaelic identity during the decades immediately preceding and following the War of Independence (1916–1921). Authors studied include Augusta Gregory, W. B. Yeats, J. M. Synge, Sean O'Casey, and James Joyce. Not offered every year.

Mr. J.P. Myers Jr.

247 Maintaining Irish Identity: Modern Irish Literature Survey of Irish literature since the 1940s. Course examines how poets, dramatists, and writers of fiction have responded to the problems of maintaining an Irish identity on a partitioned island and in the contemporary world. Special attention is given to the interrelationship of Catholic and Protestant and rural and urban traditions. Authors studied include dramatists such as Samuel Beckett, poets such as Seamus Heaney, and fiction writers such as Sean O'Faolain. Not offered every year.

Mr. J.P. Myers Jr.

249 Jewish Writing in the Modern World Introduction to a wide-ranging variety of Jewish writing from the past 100 years, including religious, political, philosophical and literary texts. Course explores such questions as: What makes a text Jewish? How do writers express, repress, redefine the meanings of Jewishness/Judaism? What is Jewish self-hatred? Students examine different stages of Jewish immigrant life and

ways that films (such as *The Jazz Singer*, *Fiddler on the Roof*, and *Goodbye, Columbus*) are both a product and a recorder of that experience.

Ms. Berg, Mr. Goldberg

252, 253 Area Studies Seminar: East Asia

Interdisciplinary study of contemporary issues in East Asia, including relations between China, Japan, and the two Koreas; their role in global economies; militarization; women's issues; cultural integrity; and human rights.

Coursework includes visiting lecturers and films of the 2001–2002 East Asia Area Studies Symposium. Offered 2001–2002.

Staff

255 Science, Technology, and Nuclear Weapons

Study of the effect of technology on the many issues related to nuclear weapons. Coverage includes nuclear weapons effects, strategic arsenals, past and current attempts at arms control, nuclear proliferation, and nuclear disarmament. Special emphasis is given toward understanding future technological trends in the post cold war climate.

Mr. Pella

260 The Holocaust and the Third Reich Intensive study of selected writings (poetry, prose, drama) that demonstrate possibilities of literary expressions in response to the Holocaust. Students read various writings in English by German and non-German writers, including Heinrich Böll, Ilona Karmel, Günter Grass, and Elie Wiesel. Course also includes such films as *The Tin Drum*, *The White Rose*, and *Night and Fog*. Knowledge of German is not required. Not offered every year.

Ms. Armster

267 Theatre and Religion Investigation of the theatre's role in various Western and non-Western religions. Students gain an understanding of and an appreciation for the function of performance and design in worship, liturgy, and ritual. They also develop a critical sense of the theatre's effectiveness as a teaching device within a religious context. A significant effort is made in assessing religion's impact on the theatre's evolution in form, style, and purpose. *Prerequisite:* Permission of instructor.

Mr. Hanson

268 The Arts, Environment, and Religions of Indonesia

Study of the arts, cultural traditions, environmental issues, and religious practices of the people of Bali. Students live with local families, where they experience the significance

of the family structure in Balinese life, art, and religion. Students witness a vast assortment of art-based experiences, including theatrical and dance programs and participation in master classes with painters, dancers, musicians, carvers, and actors. Offered annually, mid-May to mid-June. One class unit of credit. *Prerequisite:* Permission of instructor.

Mr. Hanson

272 Gods, Heroes, and Wagner Study of the artistic and philosophical thought of Richard Wagner as expressed in *Der Ring des Nibelungen*—an adaptation of the myths and legends of the Germanic past used to dissect European reality in the nineteenth century. Utilizing various approaches (biographical, mythological, literary, political/historical, aesthetic, musical, psychological), course investigates Wagner's position in his own age, as well as his impact on succeeding generations, including the ideology of national socialism. Knowledge of German or background in music not required.

Mr. McCandle

322 I. W. Foundation Public Policy Seminar.

Interdisciplinary public policy seminar offered on a specific topic each year. Seminar encompasses an examination of the decision-making process from the original articulation of needs through official responses and on to measuring the impacts of those decisions in the public domain. A prominent authority in the field of public affairs is invited to direct the seminar each year, with the focus of each course being determined by that person's field of endeavor and expertise.

Topic for spring 2001: Public Policy: The Politics of Interest Groups, taught by Ms. Warshaw and Mr. Statler.

325-L England and the Birth of the Modern

World Study of a wide range of cultural, economic, and political developments of England and the modern world. Topics include the English industrial revolution and its consequences, the evolution of parliamentary democracy, experiments in urban design and planning, and changes in elite and popular culture. Students analyze how modern London dealt with disease, crime, and the coming of war and study how English writers and artists interpreted and reacted to the coming of the modern world with all of its possibilities and problems. *Offered fall 2001 and taught by Mr. Bowman.*

401 Senior Scholars' Seminar: The Future of

Humanity Seminar for selected senior students addressing an important contemporary issue affecting the future of humanity. Approach to this issue is multidisciplinary. Authorities of national stature are invited to serve as resource persons, and seminar participants present a final report on the topics discussed. *Topic for spring 2001 is A Tale of Two Cities: Berlin and Vienna, 1860–1933, taught by Ms. Armster and Mr. Bowman. (See Senior Scholars' Seminar section for additional details.)*

SPECIAL PROGRAMS

American Studies

Gettysburg College offers a variety of courses analyzing American life and thought, which provide students with many opportunities for creating special majors in American Studies. Such majors may emphasize behavioral analyses, historical perspectives, literary and artistic dimensions, or coherent combinations of such approaches as they are reflected in courses from several departments. For example, special majors could be designed in the areas of early-American culture, modern American social stratification, ethnicity, or the religious and economic values of the American people. Students should seek assistance in planning an American Studies special major from Professors Birkner (History) or Winans (English), or other faculty members who teach courses in these areas, or from the Committee on Interdepartmental Studies.

Asian Studies

Gettysburg College offers a number of courses for students wanting a sound introduction to Asian culture as part of their liberal arts curriculum. Each Asian Studies course fulfills a distribution requirement. These courses are presented by members of various departments, persons with interests and competence in Asian Studies. A student may minor in East Asian Studies by completing the following: One core course, three courses in one's country of specialization (China or Japan), one year of Japanese or Chinese language, one course offering a comparative perspective within East Asia, and one elective course. Students interested in the minor in East Asian Studies should consult with Professors Gaenslen (political science), Sommer (Religion), or Hogan (Japanese). A student may construct a special major with concentration in Asian Studies. Students should seek assistance in planning an Asian Studies special major from Professors Gaenslen, Hogan, Powers (IDS), or

Sommer, or other faculty members who teach courses in this area, or from the Committee on Interdepartmental Studies. Course offerings suitable for special majors in Asian Studies are found under many departmental listings.

Comparative Literature

Gettysburg College offers courses in many literatures in the original languages (ancient Greek, Latin, Italian, Spanish, French, German, English, and Japanese). In addition, a number of courses are offered in foreign literature in translation (Classics, IDS, Japanese). Students who work in more than one language (e.g., English and Spanish) are encouraged to consider creating a special major in Comparative Literature in consultation with faculty in the appropriate departments. The study of comparative literature enables students to emphasize a particular period, theme, or genre across cultures, instead of the traditional focus on the chronological study of a national literature. A particular theoretical approach can also be cultivated (such as feminist, reader-response, structuralist, Marxist, and Freudian). Special courses, such as *Art Song* may also count towards a special major in Comparative Literature. Students who wish more information are encouraged to consult with any of the following advisors to the program: Professors Cahoon and Zabrowski (classics); Allaire (Italian); Fee (Old Norse; Middle German); N. Cushing-Daniels (Spanish and IDS); Armster, McCordle, and Ritterson (German); Tannenbaum and R. Viti (French); Hogan (Japanese); and Rolon (Spanish). Professor Powers (IDS; Indian literature) and Professor Myers (English; Irish literature) are also advisors to the program, as are many members of the English and Theater departments.

Global Studies/Area Studies

Gettysburg College offers an array of courses in global studies through the course offerings of several departments and through its yearly Area Studies program. Each year the College arranges a program of films, lectures, symposia, and special events focused on an area of critical interest in the world. The program has dealt with such topics as Central America, Vietnam Ten Years After, and Struggle in Southern Africa. Most recently, Area Studies has focused on China in Revolution, Mexico, the Caribbean, Japan, South Asia, Latin America, Eastern Europe, and the Middle East. The focus of the 2001-02 Area Studies program is on East Asia. To enhance the academic offerings in these areas of study, the College has the privilege of

scholars-in-residence from various areas of the world. Scholars-in-residence offer courses and guide individualized studies for students in their areas of interest. Often several specific courses are available that study the area focused on for the year. Students may enroll in IDS 252, 253, the Area Studies course, in either or both semesters. These tutorial courses require participation in the several aspects of the Area Studies Symposium.

Law, Ethics, and Society

Gettysburg College offers several law-related courses which present students the opportunity to explore fundamental aspects of the law as part of the liberal arts curriculum: civil rights and liberties, constitutional law, the criminal justice system, ethical issues and the law, legal reasoning, business law, environmental law, and criminology. Through such interdisciplinary study, students explore the close interplay of law, ethics, and the society from which law springs and which it serves. Special majors may be designed that emphasize the law within its social and historical context and that, combined with internships, research opportunities or off-campus study (such as our affiliated program with American University), give students a rich appreciation for the law in its many dimensions. Students who wish more information may contact any of the following advisors to the program: Professors Mott (political science), Portmess (philosophy), and Hinrichs (sociology), and Dean Nordvall (college life).

INTERNATIONAL AFFAIRS CONCENTRATION

Donald M. Borock, Director

Overview

The International Affairs Concentration (IAC) exposes students to factors and forces that have shaped the contemporary world. The program promotes a multidisciplinary approach to the study of international relations by focusing on issues facing the international community and the interactions of states and other actors as they attempt to achieve their foreign policies or goals. Students pursuing careers connected with international issues or interested in graduate school should find this program attractive.

The program provides students with an opportunity to gain specialization in the multidisciplinary field of international relations, while at the same time developing a disciplinary foundation within their major concentration. IAC primarily serves the departments and programs whose majors display an interest in

international relations. These are economics, environmental studies, French, German, history, management, political science, sociology, and Spanish. Students majoring in other disciplines, such as English and philosophy, may also participate in the IAC. Their specific programs will be developed with the assistance of their major adviser and IAC adviser. IAC students are also able to develop a specific regional track, such as Latin America, Europe, Africa, or Asia.

Requirements and Recommendations

The IAC consists of nine core courses drawn from the departments of economics, history, and political science, as well as a series of electives available from other departments. Study of a language beyond the College requirement and study abroad are not required, but are strongly encouraged. Students interested in IAC should begin taking core courses in their first or second year. Application for the program is made through the IAC director. Students should apply for the IAC between the second semester of their first year and the end of their sophomore year. To be accepted into the program, students must have a GPA of 2.0 or above overall and in their major. To remain in the program, students must have a GPA of 2.0 or above in the major, the IAC courses, and other College courses.

All IAC students must take the following Core Courses:

Economics 103 Principles of Microeconomics

Economics 104 Principles of Macroeconomics

Economics 251 International Economics

History 110 Twentieth Century World

Select Concentration Elective in History (100-, 200-level course)

Select Concentration in History (200-, 300-level course)

Political Science 103 Introduction to International Relations

Political Science 242 U.S. Foreign Policy

Select Concentration Elective in Political Science

All core courses in a student's major department shall count toward their major requirements *only*. Economics, history, and political science majors will therefore complete their nine course requirement by taking three Select Concentration Electives *outside* of their major program in at least two different disciplines. All other majors will take the six core courses, two Select Concentration Electives in history, and one in political science. A list of electives is available from the director of IAC and the IAC Web page.

ITALIAN STUDIES

Assistant Professors Allaire and Biagini

Courses offered are designed to provide the student with a basic understanding of spoken and written Italian. No major or minor is currently offered in this area. Students may use Italian (through the 202 level) to fulfill the language distribution requirement. The Committee on Interdepartmental Studies oversees the administration of the Italian language program.

Liberal Arts Core Requirements

Italian 222 fulfills the Liberal Arts Core requirement in the humanities.

101, 102 Elementary Italian Fundamentals of Italian grammar, composition, pronunciation. Emphasis on oral comprehension, verbal communication, reading, and writing. Classroom interaction stresses aural-oral method of language learning. Regular laboratory work reinforces grammar and writing skills and is required of all students. Course includes use of audio-visual materials and introduction to important aspects of Italian culture.

Ms. Allaire, Ms. Biagini

201, 202 Intermediate Italian Review of Italian grammar as well as further development of speaking, listening, reading, and writing skills. Text includes culturally authentic excerpts from Italian newspapers and magazines. Course content helps students learn about modern Italian civilization and current social problems. Regular compositions develop students' writing skills; audiovisual materials and required listening assignments improve listening and speaking abilities. *Prerequisite for 201:* Italian 102 or equivalent. *For 202:* Italian 201 or equivalent.

Ms. Allaire, Ms. Biagini

222 Introduction to Italian Cinema

Chronological and stylistic survey of Italy's contributions to world cinema. Films selected also draw attention to major historical events and cultural developments in Italy. Course examines neorealism and reactions to it, and presents the work of noted auteurs Antonioni, Bertolucci, Fellini, Pasolini, and Wertmüller. Weekly screening of films on video in Italian with English subtitles; lectures and discussions conducted in English. Not offered every year.

Ms. Allaire

JAPANESE STUDIES

Assistant Professor Itoh
Instructors Hogan and Tazawa

The College offers a full four-year program in Japanese language, as well as courses in Japanese history, literature, religion, political science, anthropology, theatre, art history, and economics, which provide students opportunities for considerable breadth and depth in the study of Japan. Students may design a major or minor in Japanese studies based on their particular interests, or they may focus their attention on Japan as part of the minor in East Asian studies. Students may also choose to study at Kansai Gaidai University in Japan (see below). Academic work in Japanese studies on campus is enriched by the activities of the Japan Club, which fosters interest in Japanese culture by sponsoring lectures on Japanese topics, Japanese films, and other events. For current information on Japanese studies, please consult the Japanese Studies Web page at <http://www.gettysburg.edu/homepage/academics/gusource.html>.

Students who have completed at least one year of Japanese language are strongly encouraged to study at the College's affiliated program at Kansai Gaidai University in Japan for one semester or a full academic year. Located in Hirakata City, between the business and industrial center of Osaka and the ancient capital city of Kyoto, Kansai Gaidai University offers instruction in Japanese language, as well as a full range of courses on Japanese topics taught in English—including history, business, economics, art, literature, religion, theatre, and political science. The program at Kansai Gaidai also provides many opportunities for students outside the classroom: living with a Japanese host family, field trips to cultural and historical sites, study of traditional arts, and visits to Japanese businesses, and others. Credit for courses taken at Kansai Gaidai may be transferred to Gettysburg College and counted toward major and/or minor and distribution requirements.

Japanese Language Courses

Japanese language instruction is offered at all levels, from beginning to advanced. Language courses are designed to train students in the skills of listening, speaking, reading, and writing, and to develop the cultural knowledge and sensitivity necessary to communicate effectively in Japanese. The Japanese language emphasizes interaction for students with native speakers of Japanese both in the classroom and in informal settings outside class time.

Liberal Arts Core Requirements

Japanese 202 fulfills the Liberal Arts Core requirement in foreign language. Japanese 150, 225, 238, 247 and 347 satisfy the non-Western requirement. Japanese 150 and 225 fulfill the requirement in social science, and Japanese 238 fulfills the requirement in the humanities.

101, 102 Beginning Japanese Introduction to the fundamentals of speaking, listening, reading, and writing. Students develop a functional knowledge of the structures of spoken and written Japanese, master the phonetic writing system, and begin the study of Chinese characters as they are used to write Japanese. Beginning Japanese also acquaints students with patterns of Japanese social custom and other cultural phenomena, as they pertain to the language use.
Ms. Hogan, Mr. Tazawa

201, 202 Intermediate Japanese Builds on the fundamentals covered in Beginning Japanese to develop skills in spoken and written expression, comprehension of authentic materials, and knowledge of Japanese culture. Course emphasizes the acquisition of communication strategies effective in Japanese contexts.
Ms. Itoh, Mr. Tazawa

301, 302 Advanced Japanese Development of spoken language, as well as reading and writing ability. Course refines and integrates skills acquired in Intermediate Japanese to allow students to handle more complex oral communications and comprehend more advanced readings on Japanese society.
Ms. Itoh, Mr. Tazawa

303, 304 Advanced Readings, Composition, and Conversation in Japanese Integrates further the skills covered in Advanced Japanese. Course emphasizes the refinement of comprehension and expression skills in oral and written Japanese and expansion of knowledge of Japanese culture through reading, classroom discussion, and analysis of works of literature, newspapers, and magazine articles. Course prepares students to use Japanese effectively in academic, business, and other settings.
Ms. Itoh

COURSES ON JAPAN

150 Contemporary Japanese Culture and Society Introduction to themes, issues, and institutions in contemporary Japan, as seen through the lens of Japanese culture and examined from an anthropological perspective. Major topics include cultural notions used in the construction of the self and gender; family, marital, and kinship relationships; social

organizations; education; work; and religious and ritual practice.

Ms. Itoh

225 Anthropology of Japanese Women

Examination of the lives of women and the dynamics of gender in Japanese society. Course explores various aspects of Japanese women's roles and their relations with men and other women and critically assesses the ways in which Japanese women's roles are shaped by such factors as family and kinship relationships, education, work, class, and religion.

Ms. Itoh

238 Pre-Modern Japanese Literature Survey of Japanese literature, beginning with the creation myth recorded in 712 and continuing to the dramatic arts of the 1600s. Course examines legends, folk tales, fairy tales, poetic anthologies, diaries and fiction. Lecture/discussion format. Readings in English; no knowledge of Japanese required.

Ms. Hogan

247/347 What is Real? Extraordinary Fiction in Japan and the World

Study of various permutations of the science fiction genre—legends, fairy tales, myths, supernatural and futuristic short stories, and novels. Major emphasis is on Japanese works, with cross-cultural comparisons to offer diverse perspectives. Course focuses on the literary analysis of the individual texts, while exploring the real purpose served by these unreal creations. Readings in English.

JPN 347 is the same course as JPN 247, but with extra readings, and assignments. Designed for Japanese Studies Majors.

Ms. Hogan

LATIN AMERICAN STUDIES

Emelio Betances, Coordinator

Overview

Gettysburg College offers a minor in Latin American Studies. The minor consists of a variety of courses in several departments in the social sciences and in the humanities. Students who choose this minor are encouraged to study abroad for a semester or a year.

The College provides an intellectual environment for the study of Latin America. Program of activities includes a lecture series, panel discussions, art exhibits, films, field trips, and service learning opportunities in Latin America, as well as in the local Latino community. In this environment

students develop an understanding of Latin America and the Caribbean and come closer to an appreciation of our hemispheric neighbors.

A year-long colloquium on Latin American issues is offered for interested faculty and students. The Colloquium meets three to four times each semester to explore the different cultural, historical, economic, and political aspects of Latin America today. Each meeting has a speaker, either from the college community or from other institutions, who discusses his or her own research on Latin America. Students who have studied in Latin America or who have had service learning experience in Latin America are encouraged to present reflections on their experiences. The Colloquium is intended to be a forum for lively discussion of contemporary Latin American realities.

Off-campus programs in Latin America and the Caribbean offer students opportunities to broaden and deepen their knowledge of the region. Students interested in a special major in Latin American Studies may combine courses in the minor with additional courses in political science, economics, sociology, anthropology, Spanish, history, management, environmental studies, and women studies.

Liberal Arts Core Requirements

Latin American Studies 140, 147, 220–229, 261 fulfill the Liberal Arts Core requirement in the humanities, and LAS 262, 267 fulfill the requirement in the social sciences.

Requirements and Recommendations

For the minor, students must fulfill the language distribution requirement in Spanish and take six LAS courses—two Core courses and four Distribution courses.

Core Courses:

LAS 140 Introduction to Latin American Studies

LAS 331 Reinventing Latin America Societies

LAS 300 Topics in Latin American Studies

Distribution Courses:

In addition to the four Distribution courses, students are expected to take courses in at least two of the College's divisions. These courses can be in history, political science, sociology/anthropology, Spanish, women's studies, a study-abroad program, or a first-year seminar focusing on Latin America.

LAS 147 Contemporary Latin America Culture

LAS 221 Undressing Frontiers: Gender Issues in Latin American Literature

- LAS 261 Colonial Latin America**
LAS 262 Social Development in Latin America
LAS 266 Brazilian Culture and Society
LAS 267 Politics and Society in Latin America: The Case of the Dominican Republic
LAS 270 Latin America and the International Community
LAS 272 Mexican Democracy and Development
LAS 461 Individualized Study
Anthro 232 Pre-Columbian Civilizations of Mesoamerica
Anthro 236 Pre-Columbian Civilizations of South America
Anthro 237 African and Afro-Latino Cultures: Studies in Ritual and Power
Pol Sci 275 Latin American Politics
Pol Sci 412 Women and the Political Economy of Development
Span 311 Latin American Civilization (in Spanish)
Span 315 Introduction to Hispanic Cinema (in Spanish)
Span 319 Hispanic Theater (in Spanish)
Span 320 Lyric Poetry (in Spanish)
Span 324 Latin America Contemporary Prose (in Spanish)
Span 327 Colonial to Nineteenth-Century Latin American Literature
Women Studies 221 Bridging the Borders: Latina and Latin American Women's Literature

I40 Introduction to Latin America Study of the peoples and civilization of pre-Columbian America, and of the institutions, economy, history, and culture of Latin America and the Caribbean, from the Spanish conquest to the present. Course reviews several case studies and examines how modern Latin America responds to underdevelopment in its struggle for political and cultural integration.

Mr. Betances

220–229 Special Topics in Latin American Literature and the Arts Study of Latin American literature and related arts from varying perspectives. Taught in English
Staff

221 Undressing Frontiers: Gender Issues in Latin American Literature Examination of Latin American narratives that question sexual difference while engaging and representing sociohistorical contexts of crisis and change.

Ms. Ramos

261 Colonial Latin America History of Latin America, from the arrival of Columbus to the independence movement in the early decades of the nineteenth century. Course explores the building of a colonial order as a unique experience of two different societies coming together.
Mr. Betances

262 Social Development of Latin America Study of the formation of Latin American republics, focusing on the interplay between internal processes and external influences. Students examine the Latin Americans' struggle for political and cultural integration to overcome their colonial heritage and to build nation states.
Mr. Betances

267 Society and Politics in Latin America: A Case Study of the Dominican Republic Study of the sociopolitical evolution of nineteenth- and twentieth-century Dominican Republic. Course examine the tension between dictatorship and democracy, changing economic patterns of Dominican life, and the influence of the U.S. military interventions of 1916–1924 and 1965–1967 on the modern Dominican state. Emphasis is placed on how the Dominican Republic mirrors contemporary Caribbean socio-political development.
Mr. Betances

331 Reinventing Latin American Societies Study of the changing role of the state in twentieth-century Latin America. Course explores why Latin American states shifted from promoting national development to preparing the region for globalization. Issues of social movements, political control, citizenship, and neoliberalism are examined in the context of a widespread economic, social, and political restructuring of Latin American Societies. *Prerequisite:* LAS I40 or any course focusing on Latin America.
Staff

MANAGEMENT

Professors Bobko, Gilbert, Rosenbach, and Schein
Associate Professors Fry, Redding, and Walton
Assistant Professor Samaras
Instructors Ozag and Volkmar

Overview

The department provides a distinctive curriculum designed to engender understanding of the role of management in a variety of organizational settings: public, private, local, national, and international. In order to develop the breadth of understanding appropriate for a liberal arts education, the curriculum is integrative. The curriculum incorporates the historical and social contexts within which managerial decisions are made and brings into clear focus the moral and ethical dimensions of such decisions. Students are encouraged and equipped to become informed decision-makers, who employ carefully considered values and the aesthetic and intuitive components of leadership, as well as the relevant analytic and technical skills. Most importantly, the curriculum and the manner in which it is taught foster the qualities of critical, creative thinking; the entrepreneurial disposition to be intellectually bold, independent, and innovative; the zest for lifelong learning; and the values so important to vital and socially responsible management in our public and private enterprises.

Requirements

Majors in management are required to complete ten core courses, plus a minimum of two electives and/or senior seminars. At least one of these two additional courses must be a senior seminar. The ten core courses are as follows: Math 104 (or Math 105–106 or 111), Economics 103, 104, and 241, and Management 153, 266, 270, 365, 385, and 400. Students anticipating a management major are encouraged to take Economics 103–104 in the first year.

To qualify for departmental honors in management, a student must 1) satisfactorily complete Management 400 during the senior year with a grade of B or better; 2) be recommended by his or her adviser; and 3) have earned a 3.3 departmental grade point average.

153 Financial Accounting Study of basic principles, concepts, and problems in recording, summarizing, reporting, and analyzing financial data. Emphasis is placed on reports used by decision-makers, both inside and outside the firm. *Prerequisite:* Sophomore status. *Staff*

154 Managerial Accounting Study of accounting concepts for planning, control, motivation, reporting, and evaluation by management of the firm. *Prerequisite:* Management 153. *Staff*

247 Management Information Systems

Introduction to information technology and management of information systems. Focus is on the management of change, computer applications, and information technology applications. *Prerequisite:* Management 266 or permission of instructor. *Staff*

266 Management and Organization Introduction to management ideas, processes and techniques used in both profit and not-for-profit organizations. Focus is on the challenge of managing different organizations in contemporary society. *Prerequisites:* Sophomore status or higher. *Staff*

267 Finance Emphasis on financial planning, investment analysis, assets management, and sources and costs of capital. *Prerequisites:* Economics 103, 104, 241, and Management 153. *Recommended:* Economics 243. [Same as Economics 267.] *Staff*

270 Organizational Behavior Theory of behavioral science applied to the organization, with emphasis on the interaction of the individual and the organization. Topics range from individual attitudes and behavior to organizational change. *Prerequisite:* Management 266 or permission of instructor. *Staff*

360 Organizational Ethics Exploration of the relationship between law and ethics, of ethical factors and restraints, recognition of ethical dilemmas affecting managerial decision-making, and policy in private and public sector organizations; examination of a variety of ethical issues, such as those relevant to the environment, consumer protection, discrimination in the workplace, conflict of interest, global economy, social responsibility of organizations, and professionalism; emphasis on case study method. *Prerequisite:* Junior status or higher. *Staff*

365 Human Resources Management Major principles of human resource management, from the perspectives of both organizational demands and individual interests. Basic theoretical and applied concepts are covered, including

recruitment, selection, performance appraisal, labor relations, compensation, training, and productivity improvement. Focus is also on relevant issues of the decade, such as the work/family interface, privacy, cultural diversity, workplace discrimination, and legal issues. Project work with organizations required. *Prerequisites:* Management 266 and 270.

Staff

385 International Management Examination of problems and opportunities confronting business enterprises that operate across national borders, with emphasis on adaptation to different cultural, legal, political, and economic environments. *Prerequisites:* Management 153 and 266, plus Statistics (Economics 241, Mathematics 107, or Psychology 205).

Staff

400 Policy and Strategy Integrative capstone course concerned with the role of senior executives in business enterprises. Course focuses on problems of strategy formulation, organization design, and organization renewal. Required of all seniors. *Prerequisites:* Senior status plus completion of all core courses.

Staff

410 Senior Seminar Investigation of contemporary problems and special topics of current importance in the field of management. Specific issues to be addressed are determined by instructor. Topics of senior seminars vary across the semesters. Possible topics include leadership and followership, communication, organizational structure, diversity in management, planning and information systems, human resources accounting. Seminars are integrative and build upon prior course work. Most include significant writing, presentation, and/or research components. *Prerequisite:* Senior status.

Staff

460 Individualized Study Topics of an advanced nature pursued by well qualified students through individual reading and research, under the supervision of a faculty member. Students wishing to pursue independent study must present a proposal at least one month before the end of the semester preceding the semester in which the independent study is to be undertaken. *Prerequisite:* Permission of supervising faculty member.

Please note that the department and College have policies for students interested in credit for their internship experience. Students interested in this

option should obtain a copy of the procedures and must discuss the internship with a faculty advisor prior to the internship experience.

Staff

MATHEMATICS

Associate Professors Bajnok, DeSilva, and Flesner (Chairperson)

Assistant Professors Egge, Kremer, and Walt

Adjunct Assistant Professor Washinger

Adjunct Instructors Fiscus and Y. Niiro

Overview

A knowledge of mathematics is an essential part of what it means to be a liberally educated person. Mathematics is both an art and a science. It possesses an inherent beauty and a purity of expression not found to the same degree in any other discipline.

Beyond its intrinsic value, mathematics is indispensable in both the natural and social sciences. It occupies a position of increasing importance in many other fields. The computer has played a major role in this mathematical renaissance. Thus, it is essential that mathematics majors, as well as other students who will apply mathematics, learn how to use the computer as a problem-solving tool.

The mathematics curriculum provides a foundation for students who specialize in mathematics or in fields that use mathematics. By a careful selection of courses, a student can prepare for graduate study in mathematics, for secondary school teaching, or for a career in a mathematically related field. Indeed, a major in mathematics provides a good background for virtually any career. Recent graduates have found careers in government, law, management, medicine, and quality control, as well as in more traditional areas of employment for mathematics graduates. No matter what the student's objectives, the curriculum provides courses appropriate for the study of mathematics within the context of the liberal arts.

Requirements and Recommendations

Major Requirements: Mathematics majors must complete six core courses, plus five additional 300-level courses. The core courses are Mathematics 111 (or 105–106 or exemption), 112 (or exemption), 211, 212, 215 (by end of junior year), and Computer Science 103 or 104 (by end of sophomore year). In addition to the core program, majors must take one of Mathematics 315, 321, or 331, plus four other 300-level mathematics courses.

Students considering graduate study in mathematics are advised to take both Mathematics 321 and Mathematics 331. Department honors in mathematics require participation in the cocurricular activities of the department, an overall grade point average of at least 3.0, and a mathematics grade point average of at least 3.5.

Minor Requirements: A minor in mathematics consists of six mathematics courses numbered 111 or above. At least one of these courses must be at the 300 level.

Grade Requirements: All courses taken to satisfy the requirements for the major or minor must be taken using the A–F grading system. To advance to a course with prerequisites, a minimum grade of C– is required for each prerequisite course.

Liberal Arts Core Requirements

Any mathematics course fulfills the Liberal Arts Core requirement in quantitative reasoning.

103 Mathematical Reasoning Introduction to the power and scope of mathematical reasoning by investigating several particular topics. Topics vary among sections. Examples of topics include basic mathematical modeling, dynamic geometry, puzzles and recreational mathematics, linear programming, game theory, voting power, legislative representation, and cryptology. Course is intended for first-year and sophomore students in the arts, humanities, and social sciences who do not plan to take calculus. Students who have already completed a Mathematics course at Gettysburg College may not enroll in 103.

No prerequisites.

Staff

104 Quantitative Methods Designed for students in the social sciences. Topics include equations, graphs and functions, systems of linear equations, and an introduction to the derivative and its applications. *No prerequisites.* Students who have completed Mathematics 105–106 or Mathematics 111 may not enroll in 104.

Staff

105–106 Calculus with Precalculus I, II Study of differential and integral calculus with precalculus. Topics include basic algebraic concepts, equations and inequalities, functions, introduction to limits, continuity, the derivative, and the definite integral. *No prerequisites.*

Staff

107 Applied Statistics Introduction to statistical methods, with applications from social, biological, and health sciences. Topics include

descriptive statistics, fundamentals of probability theory, probability distributions, hypothesis testing, linear regression and correlation, analysis of categorical data, and analysis of variance. An important aspect of the course is the use of a statistical package on the computer. Credit is not granted for more than one of the following: Mathematics 107, Biology 260, Economics 241, and Psychology 205.

Staff

111–112 Calculus I, II Differential and integral calculus of one real variable. Topics include introduction to limits, continuity, the derivative, the definite integral, and series. Applications are drawn from the natural and social sciences. No prior experience with calculus is assumed. Students who have received credit for Mathematics 105–106 cannot also receive credit for Mathematics 111. These students may register for Mathematics 112.

Staff

208 Discrete Structures Study of mathematical structures essential to the study of discrete phenomena with an emphasis on an algorithmic approach to problem solving using these structures. Topics include sets, truth tables, methods of proof (including induction), functions, relations, arithmetic in other bases, graphs and trees, matrix algebra, elementary combinatorics, probability, and Markov chains. Examples are chosen from a variety of disciplines, with emphasis on solutions that are algorithmic and computational in nature.

Prerequisite: Mathematics 111 or 105–106.

Staff

211 Multivariable Calculus Vectors, vector functions, functions of several variables, partial differentiation, optimization, multiple integration, transformation of coordinates, line and surface integrals, and Green's and Stokes' theorems.

Prerequisite: Mathematics 112.

Staff

212 Linear Algebra Systems of linear equations, algebra of matrices, determinants, abstract vector spaces, linear transformations, eigenvalues, and quadratic forms. *Prerequisite:* Mathematics 112.

Staff

215 Abstract Mathematics I Introduction to abstract mathematical thinking, emphasizing mathematical reasoning and exposition. Students study elementary logic and basic set theory with rigorous definitions and proofs. This foundation is then used to explore one of several optional

topics chosen by the instructor. *Prerequisite:* Mathematics 112.
Staff

308 Introduction to Combinatorics Topics selected from graph theory, enumeration, recursion, partially ordered sets, and design and coding theory. Applications are chosen from computer science, optimization, and the social and life sciences. *Prerequisite:* Mathematics 215 or 208.
Staff

315 Abstract Mathematics II Further development of the skills of abstract mathematical reasoning and writing proofs. Course is grounded in a particular subject area chosen by the instructor. Possible areas include topology, number theory, and combinatorics. *Prerequisite:* Mathematics 215.
Staff

321 Real Analysis Rigorous treatment of concepts studied in elementary calculus and an introduction to more advanced topics in analysis. Topics include elements of logic and set theory, properties of real numbers, elements of metric space topology, continuity, the derivative, the Riemann integral, sequences and series, and uniform convergence. *Prerequisite:* Mathematics 315 or permission of instructor. Alternate years. Offered 2001–02.
Staff

331 Abstract Algebra Study of basic structures of modern abstract algebra, including groups, rings, fields, and vector spaces. *Prerequisite:* Mathematics 315 or permission of instructor. Alternate years. Offered 2000–01.
Staff

343 Topics in Geometry Study of both synthetic and analytic approaches to geometry. Topics include axiomatic systems, Euclidean geometry, non-Euclidean geometries, projective geometry, and subgeometries of projective geometry. *Prerequisites:* Mathematics 212 and 215. Alternate years. Offered 2000–01.
Staff

351 Mathematical Probability Combinatorics, discrete and continuous random variables and their distributions, expected value and variance, functions of random variables, the Law of Large Numbers, the Central Limit Theorem, generating functions, and applications such as Markov chains, random walks, and games of chance. *Prerequisite:* Mathematics 211 and Mathematics 215 (or 212).
Staff

352 Mathematical Statistics Expectation, special probability distributions and densities, bivariate and multivariate distributions, sampling distributions, theory and applications of estimation, hypothesis testing, regression, correlation, analysis of variance, and nonparametric methods. *Prerequisite:* Mathematics 351.
Staff

362 Operations Research Study of techniques and tools used in mathematical models applied to the biological and social sciences. Topics include optimization, linear and nonlinear programming, transportation problems, network analysis, dynamic programming, and game theory. *Prerequisite:* Mathematics 212. Alternate years. Offered 2001–02.
Staff

363 Differential Equations Analytical, numerical, and qualitative approaches to differential equations. Topics include linear equations and systems, series solutions, Laplace transform, Fourier series, nonlinear equations, phase plane analysis, and an introduction to partial differential equations. *Prerequisite:* Mathematics 212.
Staff

364 Complex Analysis Complex numbers, analytic functions, complex integration, Cauchy's Theorem, Taylor and Laurent series, contour integrals, the residue theorem, and conformal mapping. *Prerequisite:* Mathematics 211. Alternate years. Offered 2000–01.
Staff

366 Numerical Analysis Numerical techniques for solving mathematical problems. Topics include solutions of equations, solutions of simultaneous linear equations, interpolation and approximation, numerical differentiation and integration, the eigenvalue problem, numerical solutions of ordinary differential equations, and error analysis. *Prerequisites:* Mathematics 212 and Computer Science 103 or 104. Alternate years. Offered 2001–02.
Staff

381, 382 Selected Topics Study of an advanced phase of mathematics not otherwise in the curriculum. Subject matter and frequency of offering depend on student interest. Possible areas for study are point set topology, graph theory, combinatorics, partial differential equations, differential geometry, and number theory. *Prerequisite:* Permission of department.
Staff

Individualized Study Pursuit of topics of an advanced nature by qualified students through individual reading, research, or internship, under supervision of a faculty member.
Prerequisite: Permission of department.
Staff

MUSIC

Associate Professors Gratto, Jones (Chairperson), and Matsinko

Assistant Professors Koster, Natter, and Robertson
Adjunct Assistant Professors Bowers and Botterbusch
Adjunct Instructors Fahnestock, Freund, Hontz, Henry, T. Jones, Ryon, Wertz, Yoshikami, and Zeshonsky

Overview

The department endeavors to introduce students to the historical significance of Western music and to the variety of world music so that they have an understanding of their musical heritage and knowledge of current musical trends. Familiarity with the basic elements of music and discovery of their own abilities through direct contact with and creative manipulation of materials is basic to the program. The music curriculum also involves the student in an intensive study of applied music. This encompasses individual and ensemble experience. In the practice room, studio, and recital hall the student has an opportunity to refine techniques for musical performance. In the small and large ensemble the individual must work within a greater social context to achieve a common musical goal. The program also provides courses for the student who plans to enter the field of music education based on competencies prescribed by the Pennsylvania Department of Education. The music department offers programs leading to a Bachelor of Arts degree in music and a Bachelor of Science degree in music education. Also available is a minor in music, as well as a major in music within the elementary education certification program, which leads to a Bachelor of Arts degree.

Bachelor of Science Program

Prospective teachers of music in the elementary and secondary schools should complete the program for the degree of Bachelor of Science in music education. This requires successful completion of 35 courses, exclusive of courses in applied music and health and exercise sciences. A quarter course in fitness/recreational skill activities is required.

The program includes twelve courses in music: Music Theory (141, 142, 241, 242, 341, and 342);

Music History (244, 313, and 314); Conducting (205 and 206); and Applied Music (456).

In addition to the typical four or five full courses per semester, students also carry several quarter-courses in applied music. As many as 19 quarter-courses may be taken during the four-year program; however, they do not count toward the 35 course graduation requirement.

Applied music areas taken as quarter-courses include: 121–129Q (major performance area: voice, piano, organ, guitar, wind, percussion, or string orchestral instruments) and 150–156Q (instruments of the band and orchestra).

Five units in music education are also required: Music 320, 321 (for two units) and 474 (for three units), as well as one 1/4 course, Music 149. Four other courses are required for certification: Psychology 101 and Education 201, 209, and 303.

Participation for four years in an authorized music ensemble and presentation of a recital in the senior year are required.

The successful completion of the program leading to the Bachelor of Science degree in music education satisfies the certification requirements for teaching instrumental and vocal music in elementary and secondary schools.

Students interested in pursuing the Bachelor of Science program should consult with the music department as early as possible.

Bachelor of Arts Program

Major Requirements: Requirements for a major in music leading to a Bachelor of Arts degree consist of ten full courses (Music 141, 142, 205, 241, 242, 244, 313, 314, 342, and 456) plus quarter courses in the student's major applied area (7 quarter courses). The major must also participate for four years in an authorized departmental ensemble and present a recital in the senior year.

Music majors in the elementary education program must meet the same requirements as the B.A. degree candidate, with the exception of Music 342.

Minor Requirements: A minor in music consists of Music 141, 142; Music 205; two courses selected from Music 244, 313, or 314; Music 241 or the remaining music history course. Also required are four consecutive semesters of applied lessons on the same instrument or voice and four consecutive semesters of participation in a performance ensemble.

Liberal Arts Core Requirements

The Liberal Arts Core requirement in the arts may be fulfilled by one of the following: Music 101–112, 141, 244, 313, and 314. Music 102 also fulfills the non-Western requirement.

101 Introduction to Music Listening

Consideration of the principal music forms against the background of the other arts and in the context of historical events. Active listening is an essential part of the course. Repeated spring semester.

Staff

102 World Music Survey Study of music found in cultures around the world, including sub-Saharan Africa, the Middle-East, and Asia, as well as selected ethnic cultures within the Americas. Related arts are examined in relation to the cultural contexts in which they are found. Music making activities and small group projects are part of the course. Special event attendance is required.

Ms. Robertson, Ms. Gratto

103 Music of the Classical Period Study of the major composers—Haydn, Mozart, and Beethoven—and the significant genres of the late eighteenth and early nineteenth centuries. Musical achievements of this period are studied within the social and economic milieu. Listening and analyzing musical compositions will be an integral part of the course.

Staff

104 Opera Study of opera history and production through selected operatic works as examples of total music drama. Related genres of operetta, musical, and oratorio are also included.

Extensive listening and viewing assignments are required. An opera field trip is usually planned.

Ms. Gratto, Mr. Koster

105 Introduction to Contemporary Music

Study of music from a variety of Western and non-Western genres from the beginning of the twentieth century to the present. Emphasis is placed on the development of perceptive listening skills and the analysis of cultural context.

Ms. Robertson

106 Art Song Study of the history, interpretation, and style of the art song. Literature includes German, French, English, and American art songs. Extensive listening assignments are required.

Mr. Matsinko, Mr. Natter

107 Music of the Romantic Era Study of the philosophical background for nineteenth-century music and its stylistic features. Extensive listening is done in the areas of orchestral, vocal, and chamber music.

Staff

108 Women in Music Study of women's contribution to music from the Middle Ages to the present. Extensive listening assignments required.

Staff

109 Mozart: The Man and His Music Study of Mozart's music, with a focus on his life, times, and musical analysis. Extensive listening assignments required.

Mr. Matsinko

110 Survey of Jazz Study of America's indigenous musical art form from early blues and Dixieland through current trends. A "live" jazz quartet is an integral part of style analysis. Concert attendance and listening assignments are necessary to attain an understanding of the genesis and development of jazz.

Mr. Jones

111 Fundamentals of Music Study of the fundamentals of music through reading, writing, singing, listening, instrument playing, and computer technology. Emphasis is on the development of skills and understanding related to a thorough knowledge of music notation. Course is intended for non-majors with little theory background and for minors or majors in need of remedial help prior to beginning the regular music theory sequence.

Mr. Koster

112 Two Musics of Japan Study of the two musics of contemporary Japan, ho-gaku (pre-Western Japanese music) and Japanese music of Western influence. Course examines the historical roots of ho-gaku in religious kagura and Buddhist chants, as well as the secular music genres of gagaku, biwa, noh, shamisen, shakuhachi, percussion, and koto music to determine what is quintessentially Japanese. A comparative study of ho-gaku and Western music aims to show a synthesis of the two cultures.

Ms. Yoshikami

141 Theory I Fundamentals of basic theory, notation, and nomenclature; introduction to writing skills and music technology; elementary analytic technique; melodic analysis; correlated sight-singing (using a moveable DO Kodaly-

based system), keyboard playing, movement (Dalcroze Eurhythmics), and aural perception skills. *Prerequisite:* ability to read music and permission of instructor.

Ms. Gratto, Ms. Robertson

142 Theory II Continuation of Theory I writing skills; focus on analysis and writing of chorales; correlated sight-singing and aural perception skills; movement; and keyboard harmony.

Prerequisite: Grade of C- or better in Theory I.

Ms. Robertson, Ms. Gratto

149 Introduction to Music Education

Introductory study of the field of music education to prepare for K-12 certification to teach music. Focus is on current trends and issues in the field, including advocacy, special learners, arts assessments, multicultural music, curriculum integration, copyright, standards, and music technology. Students observe school music classes at the elementary and secondary level.

Ms. Gratto, Mr. Koster

205 Conducting I Development of basic conducting techniques, with an emphasis on choral music. Areas of study include conducting gestures, rehearsal planning and execution, score analysis and interpretation, ear training, diction, group vocal technique, concert programming, and management of a choral program. A unit on basic instrumental conducting is included. *Prerequisite:* Music 142 or permission of instructor. Alternate years.

Mr. Natter

206 Conducting II Concentration on advanced conducting skills, with an emphasis on instrumental score study. Areas of study include advanced conducting techniques, advanced interpretive and rehearsal techniques, the instrumental program, and supplemental materials. A unit on choral music with instruments is included. *Prerequisite:* Music 205. Alternate years.

Mr. Jones

221/222 Vocal Literature and Diction Study of classical vocal literature from 1600 to the present with emphasis on singing in Italian and English (221) or German and French (222). Extensive listening assignments and class performances required. *Prerequisite:* ability to read music and concurrent registration for applied voice or voice class.

Mr. Fahnestock

241 Theory III Study of the common practice period; extensive written and analytic projects; study of musical structure through small forms; correlated sight-singing, aural perception skills, and keyboard harmony are included.

Mr. Jones

242 Theory IV Study of chromatic harmony from 1850 to the present. Analysis of standard forms and compositional techniques. Correlated sight-singing, aural perception skills, and keyboard harmony are included.

Mr. Jones

244 Introduction to Music Literature Cross cultural study of major genres, styles, and composers of Western and non-Western music. Extensive use of recorded materials is included, with emphasis on the development of critical skills in thinking, writing, and listening to music.

Mr. Matsinko, Ms. Robertson, Staff

261 Technology in Music Study of technology as it pertains to music applications, including the historical uses of technology in music, theoretical and practical uses of computers for music, MIDI (Musical Instrument Digital Interface) hardware and software, recording technology, and music notation software.

Prerequisites: Music 142 and consent of instructor.

Mr. Natter

304 Eighteenth-Century Counterpoint

Introduction to contrapuntal style of the eighteenth century and an analysis of the Baroque forms, with attention to linear motion and fundamental harmonic progression. Composition in the various forms is required.

Mr. Jones

313 History of Medieval, Renaissance, and Baroque Music Study of principal styles, genres, composers, and their cultural context from the Greek era through the eighteenth century. Extensive use of musical examples and recordings is included. Alternate years.

Ms. Robertson

314 Music in the Classic, Romantic, and Contemporary Periods Study of principal styles, genres, composers, and their cultural context from c. 1770 to the present. Extensive use of musical examples and recordings is included. Alternate years.

Ms. Robertson

320 Principles and Procedures of Teaching Music in the Elementary School Study and evaluation of methods, materials, and techniques of teaching music in the elementary grades.

Various approaches to guiding children to listen to, understand, create, and perform music are included. Classroom instrument competencies are developed. Alternate years.

Ms. Gratto

321 Principles and Procedures of Teaching Music in the Secondary School Study and evaluation of methods, materials, and techniques of teaching music in the secondary grades. A personal philosophy of music education is developed, as are competencies in selected classroom instruments. Alternate years.

Ms. Gratto

341 Theory V (Orchestration) Study of capabilities and limitations of the standard wind, string, and percussion instruments. Included is score study, transposition, and emphasis on applied orchestration projects for laboratory performance and critique. Alternate years.

Mr. Jones

342 Theory VI (Seminar) In-depth study of the analytical methodologies of musicology, music theory, and musical education, as applied to the unifying theme of the seminar. Substantial writing and analysis projects are the foundation of this capstone analytical course.

Ms. Robertson

476 Student Teaching Teaching in public schools in cooperation with and under the supervision of experienced teachers. Individual conferences and seminars with the College supervisor and supervising teacher are required. Offered spring semester. Fall semester with permission only. *Three Course Units*

Ms. Gratto, Mr. Koster

Individualized Study *Prerequisite:* Approval of department and directing faculty member.
Staff

Applied Music and Performing Organizations

The department offers instruction in voice, piano, organ, guitar, and standard band and orchestral instruments. The repertoire is adapted to the student's ability. One-quarter course credit is given for one half-hour private lesson per week, per semester. Some piano and voice instruction may be in group classes.

Students majoring in music who are candidates for the Bachelor of Arts degree are entitled to eight quarter-courses of private instruction, and those who are candidates for the degree of Bachelor of Science in Music Education are entitled to 12 quarter-courses of private instruction at no additional cost beyond the

comprehensive fee. Public performance is required of those majoring in this area of concentration.

The department also sponsors various music organizations, including the College Choir, Concert Choir, Band, and Orchestra, as well as a variety of small ensembles. All college students are eligible to audition for any of these groups, either at the beginning of the school year or at other times by appointment.

121 Voice Private instruction in singing technique, with emphasis on breath support, resonance, tone quality, diction and interpretation. Study includes song literature in various styles and languages. Repeated spring semester.

1/4 Course

Mr. Natter, Mr. Fahnestock

122 Voice Class Group instruction in singing technique, with emphasis on breath support, resonance, tone quality, diction and interpretation. Study includes song literature in various styles and languages. Repeated spring semester.

1/4 Course

Mr. Natter

123 Piano Private instruction in the development of the necessary techniques for facility in reading and interpreting a musical score accurately at the keyboard. Literature includes representative compositions of various styles and periods.

1/4 Course

Mr. Matsinko

124 Class Piano Emphasis on sight-reading, ensemble playing, and harmonizing melodies with various types of accompaniment, as well as playing some standard piano literature.

1/4 Course

Mr. Matsinko

125 Organ Private instruction designed to include literature of various periods, sight-reading, hymn-playing, chant and anthem accompaniment. *Prerequisites:* satisfactory performance of all major and minor scales (two octaves) and a Bach Invention.

1/4 Course

Ms. Freund

127 Band Instrument Instruction Private instruction emphasizing fundamentals and repertoire for the performance of woodwind, brass, and percussion instruments.

1/4 Course

Ms. Bowers, Mr. Hamm, Mr. Jones, Mr. Moore,
Mr. Ryon, Mr. Wertz

128 Guitar Private instruction emphasizing skills of technique, interpretation, reading, and fretboard knowledge. Classical and other styles are offered according to needs of students.

1/4 Course

Staff

129 String Instrument Instruction Private instruction, emphasizing both fundamentals of string playing and repertory.

1/4 Course

Mr. Botterbusch, Ms. Zeshonsky

130 Band "Bullet" Marching Band performs a corps style show at home football games. Symphonic Band performs a wide variety of wind literature, including reorchestrated masterpieces and contemporary works. Symphonic Band and Wind Ensemble present campus concerts and a spring tour of Pennsylvania and neighboring states. *Symphonic Band prerequisites:* Membership in "Bullet" Marching Band and/or permission of the conductor.

Mr. Jones

130 College Choir Premiere choral ensemble, which performs sacred and secular choral literature from all periods of music history. Performances on campus and in the region, with an annual spring concert tour. *Prerequisite:* audition and permission of instructor. *May be taken and repeated for one course credit, with a maximum of one course unit toward graduation.*

Mr. Natter

130 Concert Choir Performs sacred and secular choral music written for large choirs. Rehearsals Monday evenings from 7:30–9:30; one to two major concerts per semester. Faculty, staff, and community members are welcome to participate. *May be taken and repeated for one course credit, with a maximum of one course unit toward graduation. Prerequisite:* simple audition and permission of instructors.

Mr. Natter, Ms. Gratto

130 Orchestra Study and performance of orchestral music of all areas. Membership is open to all students of qualifying ability. Wednesday evening rehearsal 7:00–9:30. *May be taken for 1/4 course credit, with a maximum of 1 course unit toward graduation.*

Mr. Botterbusch

132 Instrumental Chamber Ensembles Perform a wide variety of music representing all historical periods. Emphasis is on "one-to-a-part" playing.

Ensemble choices may include brass quintet, percussion ensemble, flute ensemble, woodwind quintet, saxophone quartet, and other combinations available on student demand. *Prerequisite:* membership in College Band and permission of instructor.

Ms. Gratto, Mr. Jones, Mr. Koster, Staff

132 Jazz Ensemble Group of 17–20 musicians dedicated to preserving and advancing America's indigenous musical art form. All styles of jazz are studied from big band swing through contemporary fusion. Campus community and festival performances, including an annual concert with a nationally recognized soloist. European tour every four years. *Prerequisite:* by audition and open to members of the College Band.

Mr. Jones

132 Camerata Advanced ensemble of 12–16 singers performing music written for small ensembles, from madrigals to vocal jazz. Ensemble performs in major choral concerts and/or in other campus or community performances. One hour-long rehearsal weekly. *Prerequisite:* concurrent membership in College Choir or Concert Choir, and permission of instructor. No credit.

Mr. Natter

132 Women's Choir Advanced ensemble performing choral music for women's voices from various periods and styles. Ensemble performs in major choral concerts each semester and/or in other campus or community performances. One hour-long rehearsal weekly. *Prerequisite:* concurrent membership in College Choir or Concert Choir, and permission of instructor. No credit.

Ms. Gratto

132 World Music Ensemble Performs vocal music from various world cultures, including those within the United States. One hour-long rehearsal weekly. *Prerequisite:* concurrent membership in College Choir or Concert Choir, and permission of instructor. No credit.

Ms. Gratto

150–151 Woodwind Instrument Class Instruction in the technique of teaching and playing woodwind instruments, using the clarinet as the basic instrument.

Two 1/4 Courses

Mr. Koster

152–153 Brass Instrument Class Instruction in the technique of teaching and playing brass instruments. Trumpet or cornet is used as the basic brass instrument.

Two 1/4 Courses

Mr. Koster

154–155 Stringed Instrument Class Instruction and practice in the techniques of teaching and playing stringed instruments and the organization of a string section.

Two 1/4 Courses

Mr. Botterbusch

156 Percussion Class Organization of practical and theoretical materials concerning all percussion instruments, their performance techniques, and teaching procedures.

1/4 Course

Mr. Koster

456 Senior Recital Solo presentation of representative literature of various stylistic periods of the student's major applied area, with emphasis on historical performance practice. *Prerequisite:* permission of instructor and music faculty.

Staff

PHILOSOPHY

Professors Portmess (Chairperson) and Walters
Assistant Professors Gimbel and Hansen
Adjunct Professors Carrick, Hammann, and Rickert

Overview

Departmental objectives are to promote inquiry into perennial philosophical questions such as the nature of justice, happiness, knowledge, and freedom; to produce awareness of the answers that have been proposed to these questions; to teach the tools for the analysis of the assumptions and values that underlie different intellectual disciplines; and to promote the application of philosophical analysis to issues of public policy, law, and morality. The study of philosophy encourages the student to develop the ability to analyze problems, understand central issues, and develop alternative solutions. It challenges the student to reflect upon problems involving values, to examine problems in an interdisciplinary way, to examine alternative world views and forms of knowledge, and to develop an awareness of intellectual history and diverse philosophical traditions. Classes encourage discussion and writing. The study of philosophy is an integral part of an education in the liberal arts tradition.

A major in philosophy is excellent preparation for graduate school or for professional schools in almost any field. It will also prove valuable in any profession that demands clear thinking and the ability to understand the points of view of other people. Individually, philosophy courses are useful supplements to course work in other areas. The department is interested in assisting and encouraging students to design special majors in which philosophy is an integral part.

Requirements and Recommendations

Philosophy 101, 103, 105, 107, and 211 have no prerequisites. Any 100-level course is prerequisite for a 200- or 300-level course, though the instructor may grant permission to enroll on an individual basis to equivalently prepared students.

A philosophy minor consists of any six courses in the department, only two of which may be 100-level courses. A philosophy major consists of nine courses in philosophy, including 211; at least two out of 205, 206, 207, and 208; 400 (Senior Seminar) and 460 (Senior Thesis). No more than two 100-level courses may be counted toward the major, and the major must include at least one 300-level course.

Distribution/Liberal Arts Requirements

All philosophy courses except 103 and 211 fulfill the liberal arts core humanities requirement. Philosophy 211 fulfills the liberal arts quantitative reasoning requirement. All other courses count toward the liberal arts humanities requirement.

101 Introduction to Philosophy Study of selected philosophical texts, which deal with such themes as knowledge, happiness, justice, death, and the nature of reality. Goal is to develop an ability to read about, reflect on, and comment on philosophical issues.

Staff

103 Critical Thinking Informal logic course designed to help students reflect on and enhance their ability to think analytically and creatively. Discussions and exercises focus on techniques characteristic of informal logic (classification of arguments, analysis and evaluation of arguments, identifying informal fallacies, etc.), as well as strategies for intuitive and creative thinking.

Mr. Gimbel

105 Contemporary Moral Issues Study of moral problems and larger philosophical questions they raise about such issues as the defensible use of violence, limits of freedom, extent of our obligations to others and to nature, rightful state authority, and the nature of duties and obligations. Selected readings focus on moral disputes as they arise in law and medicine, in international affairs, and in private moral reflection. Particular attention is given to ethical theories and to worldviews that shape positions on moral issues and guide moral decision-making.
Staff

107 Environmental Ethics Exploration of ethical issues that arise regarding what responsibilities human beings have to the natural world. Specific issues such as population, land use, wilderness preservation, biodiversity, and our treatment of animals are examined in light of larger philosophical questions regarding nature and human purpose, obligations to future generations, the aesthetic and religious value of nature, and the possibility of an environmental ethic.
Staff

205 Ancient Philosophy Study of philosophers and philosophies of ancient Greece and Rome. Emphasis is on the Pre-Socratics, Plato, Aristotle, Stoicism, and Skepticism.
Ms. Hansen

206 Medieval and Renaissance Philosophy Study of leading thinkers in the western philosophical tradition, from the fifth to the fifteenth century. Special emphasis is on such figures as Augustine, Bonaventure, Anselm, Thomas Aquinas, and Pico della Mirandola.
Mr. Walters

207 Early Modern Philosophy Study of such major figures as Descartes, Locke, Berkeley, Hume, and Kant in seventeenth- and eighteenth-century European philosophy.
Mr. Gimbel

208. Kant and Nineteenth Century Philosophy Study of the philosophy of Immanuel Kant and selected nineteenth-century European philosophers such as Hegel and Nietzsche.
Mr. Hansen

211 Logic Introduction to formal logic and a study of the formal uses of language, with particular reference to the nature of inference from premises to conclusion; rules for deductive inference; construction of formal proofs in sentential and predicate logic; and the nature of language.
Mr. Gimbel

216 Philosophy and Human Nature Study of different theories of human nature and the self, both historically and cross-culturally and in light of contemporary research in sociobiology, artificial intelligence, psychology, and gender and cultural studies.
Ms. Portmess

230 Ethical Theory Study of major figures and schools in the Western ethical tradition. Attention is paid to selections from representative philosophers, from Plato through Rawls. Specific issues examined include the nature of rights and responsibilities, virtue, and moral obligation.
Mr. Gimbel

240 World Philosophy Study of selected writings from the world's philosophical traditions. Such themes as self and world, knowledge and its limits, the meaning and purpose of life, the nature of reality and ideals of moral perfection are explored in diverse philosophical traditions.
Ms. Portmess

333 Philosophy and Science Study of what philosophy has to say about science and what science has to say about philosophy. Course examines such questions as: What is the relationship between science and truth? Does truth extend beyond science? Is the purpose of a scientific theory merely to predict, or to explain? Do we live in a determined world or a chaotic one? What are the philosophical implications of such theories as quantum mechanics, evolution, and relativity?
Mr. Gimbel

334 Philosophy of Art Survey of important problems and issues in the history of philosophical aesthetics, including the nature and function of art, the social role of art, and the relationship of aesthetics to other branches of philosophy.
Mr. Hansen

337 Philosophy of Religion Study of philosophical efforts to understand and justify religious beliefs. Course examines writings of philosophers who have answered such questions as: What is Religion? What is the importance or significance of specifically religious experiences? What account can we give of the meaning of religious claims? How can we mediate between apparently conflicting religious beliefs?
Mr. Walters

338 Philosophy of Law Study of enduring themes of legal philosophy, such as the nature of law, law and morality, liberty, responsibility, and justice, as well as such specific issues as civil disobedience, freedom of expression, privacy, compensation, and punishment. Emphasis is placed on differing philosophical perspectives that underlie disagreements about the law and on ethical questions that arise from the practice of law.

Ms. Portmess

340 American Philosophy Study of major figures in colonial, early republic, nineteenth- and twentieth-century U.S. philosophy. Detailed attention is given to four primary schools of thought: deism, transcendentalism, pragmatism and historicism. Important secondary movements such as puritanism and evolutionism are also considered.

Mr. Walters

341 Contemporary Continental Philosophy Study of contemporary European and European-influenced philosophy. Course readings may include works by Heidegger, Derrida, Foucault, the French Nietzscheans (Bataille, Blanchot, Klossowski, Haar, Deleuze), French feminists (Kristeva, Irigaray, Cixous), and critical theorists (Adorno, Horkheimer). Course explores the interrelations between philosophy and disciplines—such as literature, psychoanalysis, political theory, and cultural criticism—and the ways in which contemporary continental philosophers both take up and alter the historical traditions of philosophy.

Mr. Hansen

400 Senior Seminar Discussion of philosophical theories of the emotions, the validity of the traditional opposition between reason and passion, the relation of emotion to morality, and philosophical issues related to specific emotions such as envy, jealousy, and embarrassment.

Mr. DeNicola

460 Senior Thesis Individualized study project involving the research of a topic and preparation of a major paper. Normally done during fall or spring semester of the senior year.

Prerequisite: major or minor in philosophy.

Staff

PHYSICS

Professors Cowan, Marshall, and Pella (Chairperson)
Associate Professors Aldinger and Good
Assistant Professors Stephenson and Crawford
Laboratory Instructors Cooper and Hayden

Overview

The physics curriculum introduces students to concepts and techniques basic to our present understanding of the physical universe. Diverse courses emphasize theories and principles that give a broad, unifying description of nature and develop the analytical reasoning needed for their use. Probing the interrelationships between matter and energy, students and faculty explore such fields as astronomy, electromagnetism, optics, elementary particles, relativity, quantum mechanics, and atomic and nuclear physics. Laboratory training stresses the design of experiments, the techniques of precise measurement, the interpretation of data, and written and oral communication. In advanced courses, students apply their skills through independent studies and research with faculty, in contrast to programs at larger institutions. Our physics faculty is dedicated to teaching, while remaining actively engaged in research. Mentoring relationships between faculty and students are the norm.

The physics major is flexible. The possibility of a double major is limited only by interests, dedication, and imagination. Gettysburg College physics majors have succeeded in diverse careers, including government, law, and management, as well as engineering, particle physics, and molecular biology. Our majors who choose graduate study have been well prepared for study in a wide range of fields, including astronomy; astrophysics; biophysics; business; geophysics; environmental, electrical, nuclear, and ocean engineering physics; and physiological psychology.

Requirements and Recommendations

The department offers both a Bachelor of Science and Bachelor of Arts degree for the major.

B.A. requirements: A minimum of nine physics courses is required for the major. This includes the following six core courses: Physics 111, 112, 213, 255, 310, 325, and three additional courses at the 200-level or higher, at least one of which must be from: Physics 312, 319, 330, and 341. In addition, majors are required to complete

mathematics courses through Mathematics 212 or its equivalent. This diverse, flexible major is well suited for a variety of post graduation careers, including secondary school physics teaching, industrial research, and graduate school in such fields as engineering, computer science, law, and medicine.

First-year students who are considering a major should enroll in Physics 111, 112, and Mathematics 111 and 112 if possible. Those planning on attending graduate school in physics should plan to take the additional courses listed under the B.S. requirement below. Those considering graduate work in astronomy, engineering, or related fields are encouraged to augment their physics major with additional courses in mathematics, computer science, and chemistry. Students are not permitted to take more than twelve courses in the department without permission of the department, unless the thirteenth course is Physics 462 (Independent Study).

B.S. requirements: In addition to the six core courses mentioned above, the B.S. degree requires Physics 462, at least three courses from Physics 312, 319, 330, 341, and any two courses at the 200-level or above. Candidates for the B.S. degree must also complete Mathematics 363.

Minor requirements: A minor in physics consists of Physics 111, 112, 213, 255, and two additional courses in physics at the 200-level or above. The minor represents an appropriate complement to a variety of majors, including mathematics and computer science.

Prerequisites are meant only as guides. Any course is open to students who have permission of the department.

Liberal Arts Core Requirements

The Liberal Arts Core requirement in the natural sciences may be satisfied by any course listed under physics or astronomy.

Special Facilities

In addition to well-equipped laboratories in nuclear physics, atomic physics, electronics, optics, and plasma physics, the facilities of the department include a planetarium and an observatory. The observatory features a 16" Cassegrain telescope with a computer-controlled drive, a UVB photometer, and a research-grade CCD camera.

Computational resources include microcomputer-equipped laboratories, a microcomputer room, several Sun workstations, and terminals to access the College mainframe computers. In addition, the department is networked to all other computing resources on campus, including Internet.

Support facilities in Masters Hall include the physics library, a machine shop, and an electronics shop.

Engineering

The department administers the Dual-Degree Engineering Program with Columbia University, Washington University in St. Louis, and Rensselaer Polytechnic Institute. Students selecting this program graduate from Gettysburg College with a major in physics upon successful completion of an engineering degree at Columbia University, Washington University in St. Louis, or RPI.

More details regarding the physics and the Dual-Degree Engineering Program are described in the Handbook for Students prepared by the physics department. Majors and prospective majors should request a copy from the physics department office or check the department's Web page.

101 Solar System Astronomy Overview of behavior and properties of planets, satellites, and minor members of the solar system. Subjects include basic phenomena of the visible sky, gravitation and orbital mechanics, results of telescopic and space research, and theories of the origin and evolution of the solar system. Course satisfies science distribution requirement for nonscience majors. Three classes and a laboratory.
Mr. Marshall

102 Stellar Astronomy Overview of current knowledge about the universe beyond the solar system from a physical and evolutionary standpoint. Subjects include observational properties of stars, methods of observation and analysis of light, nature of stellar systems and interstellar material, principles of stellar structure and evolution, and overall structure and development of the physical universe. Course satisfies laboratory science distribution requirement for nonscience majors. Three classes and a laboratory.
Mr. Marshall

101 The Evolving Universe Overview of the fundamental principles of classical physics (including gravitation and electromagnetism), the theory of relativity, and quantum physics. Course includes a discussion of the four fundamental forces of nature; nuclear and atomic physics; elementary particles; grand unified theories; and cosmology, including the origin and fate of the universe. Does not count toward the major. Three class hours.

Mr. Aldinger

102 Contemporary Physics Designed for nonscience majors. Course concentrates on the relationship between physical principles, modern technology, and the world in which we live. Topics include heat and thermodynamics, lasers and other optical instruments, electricity and circuits, medical diagnostics, and radiation effects. Not appropriate for students taking Math 112. Three class hours and three laboratory hours. No prerequisite.

Mr. Crawford

103–104 Elementary Physics I and II General coverage of the fields of classical and modern physics. Course is structured for students in biology, environmental science, the health professions, etc. While particularly useful for biology majors, the two-course sequence serves any student as an introduction to a wide range of topics in physics. *Prerequisite:* Facility in algebra and geometry. Three class hours and three laboratory hours.

Staff

111 Mechanics and Heat Introduction to classical mechanics and heat: laws of motion; conservation of energy, linear momentum, and angular momentum; laws of thermodynamics; kinetic theory and ideal gas laws. Differential and integral calculus is introduced and used. *Prerequisite:* Mathematics 111, which may be taken concurrently, or permission of instructor. Four class hours and three laboratory hours.

Mr. Good

112 Waves and Electricity and Magnetism Electrostatic fields, currents, magnetic fields, magnetic induction, and Maxwell's equations. Other topics include waves, light as a propagating electromagnetic disturbance, and optics. *Prerequisite:* Physics 111. Four class hours and three laboratory hours.

Mr. Aldinger

213 Relativity and Modern Physics Special theory of relativity, including four-vector notation. Other topics include black body radiation, photoelectric and Compton effects, Bohr theory, uncertainty principle, wave packets, and introductions to nuclear physics and particle physics. *Prerequisite:* Physics 112. Three class hours and three laboratory hours.

Mr. Pella

240 Electronics Principles of electronic devices and circuits using integrated circuits, both analog and digital, including amplifiers, oscillators, and logic circuits. *Prerequisite:* Physics 112. Two class hours and six laboratory hours.

Mr. Good

255 Mathematical Techniques for Physicists Intermediate treatment of mathematical methods used in physics. Topics include elements of vector calculus, complex variables, ordinary and partial differential equations, solution of Laplace's equation, special functions, determinants, and matrices. *Prerequisites:* Physics 112 and Mathematics 112. Three class hours.

Mr. Aldinger

310 Atomic and Nuclear Physics Introduction to quantum mechanics. Potential wells, barriers, one electron atoms, and multielectron atoms are studied. Other topics include nuclear models, decay, and nuclear reactions. Three class hours and three laboratory hours.

Prerequisite: Physics 213.

Mr. Pella

312 Thermodynamics and Statistical Physics Temperature, heat, first and second laws of thermodynamics, and introductory statistical mechanics of physical systems based on the principle of maximum entropy. Topics include the ideal gas, Fermi-Dirac and Bose-Einstein "gases," electrons in metals, blackbody radiation, low temperature physics, and elements of transport theory. *Prerequisite:* Physics 213. Three class hours.

Mr. Aldinger

319 Classical Mechanics Intermediate-level course in mechanics for upperclass physics majors. Topics include chaos, nonlinear dynamics, central forces, oscillations, and the formalisms of Lagrange and Hamilton. *Prerequisites:* Physics 213, 255, and Mathematics 211. Three class hours.

Staff

325 Advanced Physics Laboratory Laboratory course with experiments drawn from various areas of physics, such as optics, electromagnetism, atomic physics, and nuclear physics, with particular emphasis on contemporary methods. Error analysis, experimental techniques, and written and oral communication are stressed. *Prerequisite:* Physics 310.
Staff

330 Electricity and Magnetism Intermediate course in electromagnetism, including vector fields and vector calculus, electrostatic field theory, dielectrics, magnetic phenomena, fields in matter, Maxwell's equations, Laplace's equation and boundary value problems, and electromagnetic waves. *Prerequisites:* Physics 112 and Physics 255. Three class hours.
Mr. Aldinger

341 Quantum Mechanics Introduction to the Schrodinger and Heisenberg formulations of quantum mechanics. Topics include free particles, harmonic oscillator, angular momentum, hydrogen atom, matrix mechanics, spin wave functions, helium atom, and perturbation theory. *Prerequisites:* Physics 310 and 319, Mathematics 363. Three class hours.
Staff

352 Optics and Laser Physics Intermediate treatment of physical optics and laser physics. Topics include electromagnetic theory of light, interference, diffraction, coherence, holography, Fourier optics, fundamentals of laser operations, laser spectroscopy, and fiber optics. Three class hours and six laboratory hours. *Prerequisites:* Physics 213 and Mathematics 211 or permission of instructor.
Mr. Good

381 Special Topics in Physics Topics in physics not covered in the usual curriculum. Topics vary from year to year and may include relativity; astrophysics; advanced topics in modern optics, solid state physics and electromagnetism; fundamental particles and nuclear structure; the physics of plasmas and various mathematical topics in physics (topology, special functions, fractals). *Prerequisites:* Upper division standing and approval by instructor. Three class hours.
Staff

452 Tutorials: Special Topics Designed to cover physics or physics-related topics not otherwise available in the curriculum. Open to upperclass physics majors who arrange with a staff member for supervision. Possible areas of study include

advanced electronics, medical physics, astrophysics, acoustics, and optics. *Prerequisite:* Approval by department.
Staff

462 Independent Study in Physics and Astronomy Experimental or theoretical investigation of a research-level problem selected by a student in consultation with a faculty member. Students should arrange for supervision by the end of the junior year. Open only to second semester senior physics majors. Results of the investigation are reported in a departmental colloquium. *Prerequisite:* Approval by department.
Staff

474 Internship Research participation during the summer at a recognized research laboratory such as Argonne National Labs, Department of Energy Laboratories, or Oak Ridge. Individual students are responsible for obtaining acceptance to these programs. In most cases students will be required to describe their participation in a departmental colloquium. *Prerequisite:* Completion of sophomore year and departmental approval.
Mr. Pella

POLITICAL SCIENCE

Professors Mott and Warshaw
Associate Professors Borock, Gaenslen, Iannello,
D. Tannenbaum, and Dawes (Chairperson)
Assistant Professors Bohrer and Hartzell

Overview

The department aims at providing an understanding of the study of politics, emphasizing the methods and approaches of political science and the workings of political systems in various domestic, foreign, and international settings.

The program provides balance between the needs of specialists who intend to pursue graduate or professional training and those who do not. Courses offered in the department help prepare the student for careers in politics, federal, state, and local government, public and private interest groups, business, journalism, law, and teaching.

Requirements and Recommendations

Major requirements: A minimum of eleven courses in political science. Majors are required to take four introductory courses: Political Science 101, 102, 103, and 104. These courses are designed to introduce students to the discipline and to the types of issues that are important to political scientists. The 100-level courses may be taken in

any order, and should be completed by the end of the sophomore year. All students must take Political Science 215 (Political Science Research Methods) as sophomores or first-semester juniors. Among the six courses needed to complete the major, students must take three courses in three different subfields at the 200 level, and two courses within two of those subfields at the 300–400 level. The remaining requirement may be satisfied with any upper level course.

Students are encouraged to take internships for academic course credit, but they are graded S/U and do not count toward the major requirements. Political science courses taken off campus will satisfy 200-level requirements only.

Minor requirements: Successful completion of any two 100-level courses and any four upper-level courses that normally count toward the major, provided they do not all fall into the same subfield.

Departmental honors in political science are awarded to graduating majors who have achieved an average of 3.5 in political science courses and who have successfully completed a significant research project in the senior year. Students wishing to qualify for honors are responsible for choosing a faculty member to direct the project. A second faculty member will act as a reader of the completed work. Those who achieve honors are expected to present their work in a public forum.

Students interested in political science are urged to take basic courses in history and economics during their first two years. In the junior and senior years, majors are urged to participate in departmental seminars, individualized study, and internships.

Liberal Arts Core Requirements

Any of the following courses may be counted towards the Liberal Arts Core requirement in the social sciences: 101, 102, 103, and 104. The following courses may be counted toward the Liberal Arts Core requirement in non-Western culture: 270, 271, 362, and 363.

Special Programs

Qualified students may participate in off-campus programs, such as the Washington Semester, The United Nations Semester, and Study Abroad.

INTRODUCTORY COURSES

101 American Government Examination of the institutional structure and policy-making process of national government as reflections

of assumptions of liberal democracy and the American social and economic systems. In addition to the legislative, executive, and judicial branches of government, political parties, interest groups, and elections are considered.
Mr. Dawes, Ms. Iannello, Mr. Mott, Ms. Warshaw

102 Introduction to Political Thought Analysis of political philosophies relating to fundamental problems of political association, past and present. Course examines concepts of power, authority, freedom, equality, social justice, and order, as expressed in works of major political philosophers.
Mr. Tannenbaum

103 Introduction to International Relations Examination of the behavior of states and non-state actors in the international system. Topics include systems analysis, nationalism, power, foreign policy, international institutions, interdependence and the world economy, conflict and cooperation, global environmental and ecological issues.
Mr. Borock, Ms. Hartzell

104 Introduction to Comparative Politics Introduction to structures and processes of political institutions in major types of political systems, including parliamentary systems, countries of the former Soviet Bloc system, and systems in developing countries.
Mr. Bohrer, Mr. Gaenslen

METHODOLOGY

215 Political Science Research Methods Introduction to quantitative research methods and their application to the study of politics. Topics include empiricism, survey research and polling, electoral behavior, and public opinion. Special attention is given to research design, data collection, data processing, and statistical analysis. *Prerequisites:* Completion of three of the following: Political Science 101, 102, 103, and 104, or permission of instructor.
Mr. Bohrer, Mr. Dawes

AMERICAN GOVERNMENT

220 Urban Politics Study of the changing patterns in American urban life. Particular attention is given to the governing of urban America in the past, present, and future, and the structure of power that has affected urban policy decisions. *Prerequisite:* Political Science 101 or permission of instructor.
Staff

223 U.S. Congress Study of the United States Congress, focusing on theories of representation, nomination and electoral processes, internal organization of Congress, influences on Congressional policy-making, and Congressional interaction with other participants in the policy process. *Prerequisites:* Political Science 101 or permission of instructor. *Ms. Warshaw*

224 The American Presidency Study of the presidency in the American political system, including presidential selection, presidential leadership and decision-making, the president's advisors, and the role of the presidency in the policy-making process. *Prerequisites:* Political Science 101 or permission of instructor. *Ms. Warshaw*

225 American Constitutional Law Study of the judicial process in the U.S., with particular focus on the Supreme Court and its historical role in nation-building, establishing principles of federalism and the separation of powers, and determining the scope of personal and property rights. *Prerequisites:* Political Science 101 or permission of instructor. *Mr. Mott*

322 Civil Rights and Liberties Study of selected problems involving interpretations of the Bill of Rights. Attention will be given to both the evolution and current standing of issues treated by the Supreme Court. *Prerequisites:* Political Science 101 and 225, or permission of instructor. *Mr. Mott*

331 Political Parties in American Politics Examination of political parties, their role in democracy, and the nature of the party system in relation to other social and political processes. Aspects of voting behavior and campaign techniques are considered. *Prerequisites:* Political Science 101 and 215, or permission of instructor. *Mr. Dawes*

INTERNATIONAL POLITICS

242 United States Foreign Policy Examination of the sources, goals and patterns of foreign policy. Attention is given to the processes by which policy is formulated and implemented and to the evaluation of the effectiveness of policy. Topics include decision making, foreign economic policy, deterrence, instruments of foreign policy, regionalism, multilateralism, and the development of post-Cold War objectives. *Prerequisite:* Political Science 103 or permission of instructor. *Mr. Borock*

251 Political Economy of Advanced Industrial Societies Course explores scope and implications of interdependence among advanced industrial societies in the global system, as well as political determinants of international economic developments. Alternative theoretical perspectives on international political economy are examined, as well as the nature of the structure and management of the international economic system that was created by the industrialized countries after World War II. *Prerequisite:* Political Science 103 or permission of instructor. *Ms. Hartzell*

252 North-South Dialogue Course investigates the political economy of North-South relations. Examining the distribution of wealth between the developed and developing countries of the world, course focuses on political and economic factors that have made global inequality a central characteristic of the relationship between the North and South. Important issues of the contemporary period such as North-South trade, the debt crisis, foreign aid, and famine are investigated and the developmental prospects for the South are assessed. *Prerequisite:* Political Science 103 or permission of instructor. *Ms. Hartzell*

340 Models and Policy Analysis Examination of national/regional policy options and consequences, using a global computer model to develop scenarios that focus on present or future international issues. Scenario topics include global warming, North-South disparities, environmental and ecological issues, economic development and trade, arms racing, and nuclear proliferation. *Prerequisite:* Junior or seniors status, or permission of instructor. *Mr. Borock*

344 U.S. National Security Policy Examination of the domestic and foreign policies developed by the U.S. to defend itself and its interests. Attention is given to the structure within which policy is formulated and implemented and the transition to post-Cold War defense objectives and strategies. Topics include decision making, defense spending, military intervention and peacekeeping, regionalism, terrorism, nuclear proliferation, and war fighting strategies. *Prerequisite:* Political Science 103 or permission of instructor. Political Science 242 is recommended. *Mr. Borock*

346 Approaches to International Relations

Examination of the study of international relations from the perspective of the realist/neorealist and liberal/neoliberal theoretical traditions. Attention is also given to the theories' impact on policy making. Topics include power, war, peace, integration, international organization and law. *Prerequisite:* Political Science 103 or permission of instructor.

Mr. Borock

COMPARATIVE POLITICS

260 West European Politics Study of the government and politics of France, Germany, and Great Britain. Analysis of the development of their political institutions, social and cultural factors affecting their political systems, alignment of political forces, and structures and processes of decision making. *Prerequisite:* Political Science 104 or permission of instructor.

Mr. Bohrer

270 Government and Politics in China

Introduction to the domestic politics of China, particularly since 1949. Topics include the historical legacy, ideology, political institutions, elite-mass relations, policy process, developmental strategies, and efforts at reform. *Prerequisite:* Political Science 104 or permission of instructor.

Mr. Gaenslen

271 Government and Politics in Japan

Introduction to post-World War II Japanese politics, involving comparison with political patterns elsewhere in the industrialized world. Topics include the historical legacy, political structures and processes, elite-mass relations, and the nature of the connection between business and government. *Prerequisite:* Political Science 104 or permission of instructor.

Mr. Gaenslen

275 Latin American Politics Introduction to Latin American politics. Focus is on political issues surrounding economic development in the Latin American context: political preconditions, policy choices of Latin American regimes and leaders, and political consequences of development in general, and of those policy choices in particular. Course also compares the political systems and development trajectories of Latin American countries to other countries in the world. *Prerequisite:* Political Science 104 or permission of instructor.

Ms. Hartzell

362 Peasants, Politics, and Rebellion Peasants as political actors, with a focus on rural ecology and economy, peasant mentality and culture, and theories of rebellion and revolution.

Prerequisite: Political Science 104 or permission of instructor.

Mr. Gaenslen

363 The Politics of Developing Areas

Introduction to the study of political development and underdevelopment, including approaches to Third World politics, nature of traditional politics, disruptions caused by colonialism and imperialism, reformation of domestic politics, and contemporary political processes and problems. *Prerequisite:* Political Science 104 or permission of instructor.

Mr. Gaenslen

POLITICAL THEORY

280 Modern Political Ideologies Study of the philosophical content and the role of political ideologies in the modern world, with emphasis on liberalism, conservatism, socialism, feminism, anarchism, Marxism, communism, and fascism. Concept of ideology, historical development, and intersection and overlap of ideologies are also considered, as is the influence of political philosophy on ideologies and of ideologies on political behavior. *Prerequisite:* Political Science 102 or permission of instructor.

Mr. Tannenbaum

381 American Political Thought Study of the development of political thought in America from the colonial period to the present. Course examines individual writers and movements, and considers the relationship of the ideas examined both to current issues and politics and to the broader tradition of political philosophy. *Prerequisite:* Political Science 102 or permission of instructor.

Mr. Tannenbaum

382 Feminist Theory in American Politics Course examines the role of feminist political thought in American politics. Topics include various strains of feminist theory, including liberal, Marxist, radical, and anarchist theories, with particular emphasis on kinds of feminist political participation that emerge from liberal and anarchist political ideals. Course also provides a context in which key concepts such as politics and power may be reconceptualized from an American feminist point of view. *Prerequisite:* Political Science 102 or permission of instructor.

Ms. Iannello

200, 300 Topics in Political Science Exploration of an announced topic chosen each year or every other year by the department. Among the Special Topics currently offered are the following:

200 The Holocaust and Modern Political Thought

Study of the ideas of modern political thinkers from Machiavelli to Marx, Camus, and Wiesel, which provide insight into human behavior during the Holocaust—the systematic destruction of six million European Jews, and other targeted populations, by the Nazi German regime and their collaborators during the 1930s and 1940s. *Prerequisites:* Political Science 102 or permission of instructor.

Mr. Dawes

308 State Politics and Policy Comparative analysis of politics in the fifty states. An empirical analysis of the operation and functions of state political systems. *Prerequisite:* Political Science 101 and 215 or permission of instructor.

Mr. Dawes

400 Seminars Advanced study of domestic, foreign, or world politics, or political theory. A common core of reading and written reports by each student is provided. Topics differ each year, but several seminars are offered routinely and are listed below.

401 Executive Policy Making Study of the constraints in the presidential policy-making process. Included is an examination of the bureaucratic, constituent, and congressional impact on the development of policy options in executive decision making. Students are responsible for a major term paper, which involves considerable independent research. *Prerequisite:* Political Science 101 and 224 or permission of instructor.

Ms. Warshaw

402 American Voting Behavior and Electoral Politics

Survey of research on political participation and vote choice in the U.S. Also considered are various functions elections serve in a democracy, as well as the relative merits of aggregate and individual level approaches to the study of the politics of the mass electorate. Emphasizes contemporary American politics, but also includes analysis of historical and comparative aspects of voting behavior. *Prerequisite:* Political Science 101 or permission of instructor.

Mr. Dawes

405 Executive-Legislative Relations Examination of the complex institutional and political relationship between the Executive and

Legislative branches of the Federal government. *Prerequisite:* Political Science 101 and 224.

Ms. Warshaw

406 Politics of Poverty Consideration of the definitions of poverty and the location of the problem within the federal political system. Attention is given to competing ideologies/theories of the development of poverty in urban areas and corresponding proposals/solutions offered by each perspective. *Prerequisite:* Political Science 101 or permission of instructor.

Ms. Iannello

412 Women and the Political Economy of Development

Examination of the central role that women in developing countries perform in the development process, as well as of the impact that development has on women. Analysis of the role that women play in household production, in the care of their families and their participation in both the formal and informal economies. Perspectives ranging from economists' efforts to accurately measure women's contributions to development, to political scientists' focus on the political power of women, to feminist critiques of mainstream development theories are employed. *Prerequisites:* Political Science 103 or permission of instructor.

Ms. Hartzell

414 Europe in Transition Focus on the profound political, social, and economic changes in the post-World War II era in West European politics. Topics include the crisis of the welfare state, immigration and the rise of parties of the far-right, the enlargement and enhancement of the European Union, the integration of East-Central Europe after the Cold War, and the devolution of power from national to sub-national bodies. *Prerequisite:* Political Science 104 or permission of instructor. Political Science 260 recommended.

Mr. Bohrer

Individualized Study Intensive research on an approved topic presented in oral or written reports, under the supervision of a faculty member.

Staff

Internship Minimum six weeks of on-site participation in administration with a public or private organization under the supervision of a faculty member. Available fall or spring semesters or the summer.

Staff

Honors Opportunity for highly qualified students to participate in a program of original research under the supervision of a faculty member. Each student completes a thesis and presents her or his research in a public forum.
Staff

PSYCHOLOGY

Professors Bornstein, D'Agostino, Pittman, and Riggs (Chairperson)

Associate Professors Arterberry, Cain, Fincher-Kiefer, and Sivy

Assistant Professor McCall

Adjunct Associate Professor Stangor

Adjunct Assistant Professor Goubet

Overview

The department emphasizes an empirical approach to psychology in all of its course offerings. The objective of the department is to promote knowledge of the causes of behavior, with emphasis on the formation of a scientific attitude toward behavior and appreciation of the complexity of human personality. This objective is approached by providing a representative array of courses in psychology, including seminars, special topics, independent reading, and independent research, and by providing selected opportunities for field work. Direct experience with the major methods, instruments, and theoretical tools of the discipline is emphasized throughout.

Requirements and Recommendations

Psychology 101 is a prerequisite for all other courses in the department. Requirements for a major include Psychology 101, 205, 305, 341, two advanced psychology laboratory courses, one from each of the following two groups: (a) 314, 321, 327, 328 and (b) 315, 316, 317, 336; three additional courses in psychology; and two laboratory courses taken in sequence within the same department in the Division of Natural Sciences. Most psychology laboratory courses have a 200-level course as a prerequisite. Majors must earn a grade of C or better in both Psychology 205 and 305. (*Psychology 205 may not be repeated for the major.*) Majors are strongly encouraged to take Computer Science 104.

An individualized study, as well as experience in the use of the computer and/or training in computer science, are highly recommended for those planning to go on to graduate work. Students should consult with their advisers for specific information on the prerequisites for work at the graduate level in the specialized areas of psychology.

Honors Research Program

This program provides outstanding students with an intensive research experience. Invitations for participation may be extended to students who have a GPA of 3.5 in Psychology 101, 205, and 305. These courses should be completed by the end of the sophomore year.

Students in this program take two advanced laboratory courses in the junior year (priority will be given at registration), and enroll in Psychology 464 (Honors Research) in their senior year (an honors thesis may be substituted for Psychology 464; see Honors Thesis course description below). Results of these honors research projects are presented at the Spring Undergraduate Research Colloquium. Students are also expected to attend departmental colloquia and other departmental events.

Requirements for Departmental Honors

Departmental Honors are awarded to graduating majors who, in the combined judgement of the staff, have demonstrated academic excellence in course-work in the major; and who have completed the individualized empirical research project, honors research, or an honors thesis.

Liberal Arts Core Requirements

Psychology 101 and all 200-level courses (except Psychology 205) may be used to fulfill the Liberal Arts Core requirement in social sciences. Psychology 205, open only to majors, may be used to satisfy the quantitative reasoning requirement.

101 General Psychology Introduction to basic scientific logic, facts, theories, and principles of psychology, including the study of human motivation, learning, emotion, perception, thought, intelligence, and personality. Repeated spring semester.

Staff

205 Introduction to Statistics Introduction to descriptive and inferential statistical methods. Laboratory work involves the use of a computer software package that allows for the application of statistical procedures. Credit may not be granted for this course and Mathematics 107, Biology 260, or Economics 241. Offered each semester. *Prerequisite:* High school algebra. Required of all majors; open only to declared majors. Three class hours and three laboratory hours.

Ms. Arterberry, Ms. Cain, Mr. Sivy

214 Social Psychology Review of current psychological theory and research in social psychology. Topics include attitude and behavior change, conformity, attraction, interpersonal perception, and psychological aspects of social interaction. *Ms. Riggs, Mr. Pittman, Mr. Stangor*

215 Human Cognition Introduction to cognitive psychology. Topics covered include perception, attention, memory, learning, forgetting, language comprehension, reasoning, and problem solving. Theories are presented concerning cognitive processes, and empirical evidence is considered that might challenge or support these theories. *Ms. Fincher-Kiefer*

216 Sensation and Perception Explores phenomena of sensation and perception from the perspective of experimental psychology. Emphasis is on understanding the mechanisms and processes that underlie our experiences of the material world. Small discussion groups explore special topics and areas of current research. *Prerequisite:* Psychology 101 or Biology 101 or 111. *Mr. McCall*

221 Basic Dynamics of Personality Introduction to major approaches to personality, including psychodynamic, behavioral, humanistic, and trait models. General issues and problems that arise in the study of personality are considered, and the importance of empirical evidence is emphasized. *Mr. Bornstein*

225 Developmental Psychology: Infancy and Childhood Psychological development of the individual, from conception up to adolescence. Theory, methodology, and research are presented in the areas of perception, learning, cognition, language, social, emotional, and moral development. May not taken with Psychology 227 or 228. *Ms. Arterberry, Ms. Cain*

236 Introduction to Brain and Behavior Introduction to the anatomical, physiological, and biochemical bases of human behavior. Topics include sleep and dreams, development, learning and memory, motivation and emotions, language and other higher functions, and psychopathology. Emphasis is on developing an ability to conceptualize psychological phenomena in biological terms. *Mr. Sivy*

237 Psychopharmacology Examination of how psychoactive compounds affect the brain, behavior, and cognition. The major neurochemical systems of the brain and how psychoactive compounds affect these systems are discussed at length. Topics include both recreational and psychotherapeutic agents. Methods used in psychopharmacology research are emphasized throughout the course. *Mr. Sivy*

305 Experimental Methods Introduction to scientific method and experimental design. Emphasis is on the logical development of new ideas, kinds and sources of error in experimentation, methods of control, design and analysis of experiments, and scientific communication. *Prerequisites:* Psychology 101 and 205. Three class hours and three laboratory hours. *Ms. Riggs, Mr. D Agostino, Mr. Pittman, Ms. Fincher-Kiefer*

314 Experimental Social Psychology Study of specific content areas in social psychology. Current theories and empirical data are used to illustrate experimental designs and relevant methodological considerations. Laboratory work includes design, execution, and analysis of two original experiments. *Prerequisites:* Psychology 214 and 305. Three class hours and the equivalent of three laboratory hours. *Ms. Riggs, Mr. Pittman*

315 Thinking and Cognition In-depth examination of the cognitive processes involved in memory, language comprehension, problem solving, and reasoning. Current research and existing theories are surveyed. Research is conducted in one area of investigation. *Prerequisites:* Psychology 215 and 305. Three class hours and three laboratory hours. *Ms. Fincher-Kiefer*

316 Perception Investigation of current topics in perception, with particular emphasis on high-level vision. Examples include object and face recognition, depth perception, visually guided reaching, and locomotion. These and other phenomena are analyzed, asking: What problems do human perceivers solve? How are these problems solved? How do perceptual abilities develop? *Prerequisites:* Psychology 216 and 305. Three class hours and the equivalent of three laboratory hours. *Ms. Arterberry, Mr. McCall*

317 Memory and Social Cognition Introduction to human memory and social cognition. Focus is on the cognitive structures and processes involved in social judgment. Errors and biases in human judgment are also examined. *Prerequisite:* Psychology 305. Three class hours and three laboratory hours.
Mr. D Agostino

321 Assessment of Personality, Psychopathology, and Intelligence Introduction to methodological and conceptual issues involved in the construction and use of personality tests and measures of psychopathology. Survey of literature on test development and validation is followed by in-depth study of selected topics in personality, psychopathology, and intelligence. Each student also designs, conducts, analyzes, and writes up an experiment evaluating some aspect of a personality test or measure. *Prerequisites:* Psychology 221 and 305. Three class hours and the equivalent of three laboratory hours.
Mr. Bornstein

326 Abnormal Psychology Introduction to psychopathology and abnormal behavior, with particular attention to conceptual, methodological, and ethical issues involved in the study of abnormal psychology. Models of psychopathology and psychodiagnosis are discussed, with an emphasis on the empirical evidence for different models. *Prerequisite:* Psychology 221.
Mr. Bornstein

327 Experimental Cognitive Development Intensive study of one or more areas of cognitive development. Emphasis is on the unique characteristics of research with children. Laboratory work is conducted in a preschool or day care center. Design, execution, and analysis of a research project is required. *Prerequisites:* Psychology 225; Psychology 305. Three class hours and three laboratory hours.
Ms. Arterberry, Mr. McCall

328 Laboratory in Social Development Intensive study of one or more areas of social and personality development, utilizing observational and experimental methods. Emphasis is on the unique characteristics of research with children. Laboratory work is conducted in a preschool or day care center and includes the design, execution, and analysis of a research project. *Prerequisites:* Psychology 225; Psychology 205 and 305. Three class hours and three laboratory hours.
Ms. Cain

336 Behavioral Neuroscience Advanced discussion of topics included in Psychology 236, as well as an in-depth treatment of brain development and the neurochemical basis of behavior. *Prerequisites:* Psychology 236 or 237 and Psychology 305 or permission of the instructor. Three class hours and three laboratory hours.
Mr. Sivy

341 History of Experimental Psychology Review of the historical development of scientific psychology. Emphases are on early foundations of major conceptual issues and on the role of the reference experiment in setting the course of modern psychological research. *Prerequisite:* Psychology 305.
Ms. Cain, Mr. McCall

400 Seminar Opportunity to work on a selected topic in a small group under the guidance of a faculty member. Not offered every year. Topic for a given semester is announced in advance. Enrollment by permission of instructor. May be repeated.
Staff

450 Individualized Study Tutorial opportunity to do intensive and critical reading and to write a term paper on a topic of special interest. Student is expected to become thoroughly familiar with reference books, microfilms, and scientific journals available for library research in the field of psychology. *Prerequisite:* Permission of instructor. May be repeated.
Staff

460 Individualized Empirical Research Design and execution of an empirical study involving the collection and analysis of data in relation to some psychological problem under the supervision of a faculty member. Students are required to present an acceptable research proposal no later than four weeks following the beginning of the semester or to withdraw from the course. Research culminates in a paper. *Prerequisite:* Permission of instructor. May be repeated.
Staff

464 Honors Research Students in the Honors Research Program take this course in their senior year. Course has two components: (a) a research project, similar to that described under Individualized Empirical Research, in which each student designs and executes an empirical study under the supervision of a staff member; and (b) an honors seminar in which honors students present and discuss their research projects. Students may elect to do their research project in either the fall or spring semester.

Seminar meets both semesters, and all students participate in all of the seminar meetings. One course credit is given in the spring semester.

Prerequisites: Participation in the Honors Research Program and completion of two advanced laboratory courses.

Staff

466 Honors Thesis Designed to meet needs of the clearly superior student. During the senior year each participant engages in an original program of research under the direction of a thesis committee. In addition to completing a formal thesis, each student presents and discusses his or her research before the entire staff. Successful completion of the program entitles the student to receive credit for two courses that can be applied towards a psychology major. *Prerequisite:* By invitation of the department only.

Staff

473 Internship A minimum of 160 hours of on-the-job experience on a mental health, human resource, or research position. Students must be sponsored by a faculty member, and receive approval by the internship coordinator. Available during the fall or spring semesters or during the summer. Course does not count toward minimum requirements in a major or minor; graded S/U.

RELIGION

Distinguished Visiting Professor Aftab
Associate Professor C. Myers (Chairperson)
Assistant Professors Gray and Sommer
Instructor Altieri
Adjunct Instructor Jiang

Overview

Essential to an understanding of the past and the present is a study of the varied religious experiences and traditions of humankind. The department offers courses in sacred texts, historical traditions, and religious thought and institutions, all of which investigate the complex phenomenon of religion.

Requirements and Recommendations

A major consists of ten courses. Two may be taken outside the department; two must be at the 200-level; one must be a 300- or a second 400-level course. A major must also take at least one of the following: Religion 460, 470, or 474. The department encourages qualified students to consider internships and/or overseas study, including the junior year abroad.

A minor consists of six courses. One of the six may be outside the department, but not in a student's major; at least one must be at the 200-level and at least one must be at the 300- or 400-level.

Any of the following courses, outside the department may be counted toward either a major or minor. Other courses may be possible with the permission of the department.

Classics 230 Classical Mythology

Greek 204 New Testament Greek

Hist. 311 Medieval Europe

Hist. 313 Renaissance and Reformation

IDS 211 Perspectives on Death and Dying

IDS 229 South Asia: Contemporary Issues
in Historical Perspective

IDS 239 Survey of South Asian Literature

IDS 267 Theatre and Religion

Latin 306 St. Augustine

Phil. 105 Contemporary Moral Issues

Phil. 205 Ancient Philosophy

Phil. 337 Philosophy of Religion

The department's rationale for numbering courses is as follows:

100-level courses tend to be topical and thematic.

200-level courses are surveys that usually take a historical approach. Neither 100 nor 200 courses have a prerequisite.

300-level courses are more narrowly focused or specialized, often examining in greater detail an issue or area treated more generally in other courses.

Liberal Arts Core Requirements

All religion courses can be counted toward satisfying the three-course humanities requirement in the Liberal Arts Core. The following religion courses meet the Liberal Arts Core requirement in non-Western culture: 248, 249, 250, 251, 252, 256, 340, 350.

101 Introduction to Religion Introduction to basic elements entailed in the study of religion such as sacred space, sacred time, ritual, pilgrimage, cosmology, ritual, scripture, and the afterlife. Course explores case studies from various cultural traditions throughout the world.

Ms. Altieri

105 The Bible and Modern Moral Issues

Investigation of the relevance of the Bible for life in the twentieth century. Some issues studied from a biblical perspective include sex roles and sexual relations, economic inequities, and legal

injustices. Among topics to be covered are marriage and divorce, homosexuality, women's rights, poverty, war, and peace. Three class hours. No prerequisites. Open to first-year students and sophomores only.

Mr. C. Myers

I17 Topics in Biblical Studies Intensive study of a religious topic, problem, writer, or theme in the field of biblical studies. Offered at the discretion of department.

Staff

I27 Topics in History of Religions Intensive study of a religious topic, problem, writer, or theme in the field of the history of religions. Offered at discretion of department.

Staff

I27A Topics: Introduction to Islam Exploration of the sacred text of Islam, the Koran, and a survey of the origins and development of Islamic institutions from inception to the present. Course presents Islam as it is incorporated into the daily lives of its followers, and considers the growth and development of the cultural, political, legal, theological, and mystical aspects of Islam from the early to the modern periods. Course readings emphasize primary source materials.

Ms. Aftab

I29 Introduction to Judaism Overview of ancient and contemporary Jewish belief and practice through an examination of sacred texts, theology, and history. Special attention is given to Jewish theology, holidays, and life-cycle.

Staff

I37 Topics in Religious Thought Intensive study of a religious topic, problem, writer, or theme in the field of religious thought. Offered at discretion of department.

Staff

I37A Topics: Gender Equity and Peace in Islam Consideration of issues of great debate based on the Koran and the Sunna and exploration of such issues as the concept of a gender-free idea of the force of the creation of God. How were these issues carried into the Arabian and Asian traditions of Islam? What does it mean to have a genderless society? Course also explores notions of peace and conflict resolution framed in the Koran and examines the transformation of these notions from passages in the Koran and considers how they are put into practice today.

Ms. Aftab

I37B Topics: Images of Islam in Art and Architecture Survey of the early growth and later developments of Islamic art and architecture, painting, calligraphy, and book illumination. Course focuses on the development of Islamic art and architecture and their relationship to the Muslim faith. How is creativity described in the Koran? How does Islam shape the images of the modern skyline in Muslim countries, and what messages are conveyed by those images?

Ms. Aftab

I41 Religion and Culture in the U.S. Study of how "religion" and "culture" intersect, using methods and insights from the academic study of religion, anthropology, folklore studies, and Native American studies to see how scholars have (mis)represented indigenous traditions. Trickster narratives serve as a window to see firsthand that ideas about culture shape ideas about religion (and vice versa).

Ms. Altieri

I44 Ritual Thinking: Ritual Doing Examination of such questions as how religious ritual differs from everyday routine or how the academic study of religion makes such a distinction—and why? Course pursues such questions by means of Western and non-Western case studies, seeing that ritual is always connected to particular communities of belief—communities with their own histories, traditions, and contexts; with their own understandings of space, time, and qualities of being in the world.

Ms. Altieri

204 History, Literature, and Religion of the Hebrew Scriptures Study of the history, literature, and religion of the Hebrews from the time of Abraham to about 500 B.C.E. History and culture of Israel are related to those of surrounding nations, with special emphasis on the relevancy of archeological data.

Mr. C. Myers

205 History, Literature, and Religion of the New Testament Introduction to writings of the New Testament as they originated in their Greco-Roman milieu. Emphasis is on the distinctive purposes and main content of each writing. Use of source, form, and redaction criticism as tools for the academic study of the New Testament is demonstrated.

Mr. C. Myers

224 Religions of African Americans Same as AAS 224. (*See African American Studies.*)

225 Religion in the Civil Rights Movement

Exploration of religion's function during the Civil Rights Movement. Course examines the historical context that gave birth to the Civil Rights Movement and assesses the Church's vacillation and religion's ability to bring constructive, humane change. Considerable attention is given to the efforts of African American Christian women, Martin Luther King Jr., and Malcolm X. Intersection of Christianity, Judaism, Islam, Black Nationalism, agnosticism, and atheism is also discussed.

Mr. Gray

241 Religions of South Asia Survey of the religions of South Asia—Hinduism, Buddhism, Jainism, Sikhism, and Islam. These traditions are considered in their original forms and in their growth and development over the centuries. Course is historically based, but attention is also given to the modern period. Course materials include translations of original texts and films. Much attention is given to India, with some consideration also given to the traditions of Nepal and other South Asian countries.

Ms. Aftab

244 Introduction to Buddhism Introduction to the beliefs and practices of the Buddhist tradition, from their origins in ancient India to their modern interpretations in the writings of the Beat generation in twentieth-century America. Course surveys the development of Buddhism in China, Tibet, and Japan, with attention given to both primary texts and historical studies.

Mr. Jiang

248 Religions of China General introduction to major religious traditions of China through textual, historical, and social studies of Confucianism, Taoism, and Buddhism. Attention is also given to an assessment of their contemporary viability.

Ms. Sommer

249 The Religions of Japan Special emphasis on understanding the religious thinking of the Japanese, ancient and modern, through textual, historical, and cultural study of religious traditions: Shinto and folk beliefs, Buddhism, Confucianism, and Taoism.

Ms. Sommer

251 Looking for the Tao Introduction to the major texts of classical Chinese thought. Course surveys the works, in English translation, of the most important thinkers of the Confucian, Taoist, Legalist, and Mohist schools of the fifth to the third centuries B.C.E and explores their significance for social, educational, and environmental concerns in modern East Asia.

Ms. Sommer

252 Women in Buddhism Historical survey of writings about women, both human and divine, in Buddhism in South and East Asia. Course considers the religious beliefs and practices of women in their positions as nuns, abbesses, laywomen, and social activists. Also explores the attributes of goddesses, demonesses, and other conceptualizations of the divine female in Asian religions.

Ms. Sommer

254 Confucianism Survey of the religious and philosophical traditions of Confucianism in East Asia from ancient to modern times. Course explores such notions as ritual, education, human nature, self-cultivation, and quiet sitting. Attention is also given to women's learning and women's education in ancient and later imperial times.

Ms. Sommer

256 Introduction to African Religion Exploration of the history and practice of African religion, from its origin in ancient Africa to manifestations in Africa and the Americas. Examines the Twa, Ethiopia, Kenet, Moors, Dogon, Ifa, Voodoo, Candomble, religious belief and practice during enslavement, Moorish Science Temple, Islam among African Americans, African American Christianity, and African Centered Spirituality. Philosophical content, myths, rituals, consequential personalities and movements, societal place, and music are considered. No prerequisite.

Mr. Gray

257 Spiritual Power in African Religion

Examination of spiritual power and its various manifestations and functions in African religion. Course considers and attempts to answer the following and other questions: What is spiritual power? Where does it come from? How does one acquire it? How does it work—in healing, through plants, herbs, diet, through words, chants/prayers, music, ancestors, totems, animals, objects, rituals? What is the relationship between magic and spiritual power? No prerequisite.

Mr. Gray

311 Jesus in the First Three Gospels Examination of the Jesus tradition, as interpreted in the Gospels of Matthew, Mark, and Luke, using techniques of source, form, redaction, and literary criticism. Special attention is given to the distinctive perspective of each Gospel. *Prerequisite:* Religion 205 or permission of instructor. Not offered every year.
Mr. C. Myers

312 The Gospel of John Exploration of the thought and content of the Fourth Gospel. Effort is made to determine the background purposes for writing, and the community addressed by John's Gospel. The question of its relationship to the Synoptic Gospels and the Epistles of John is included. *Prerequisite:* Religion 205 or permission of instructor. Not offered every year.
Mr. C. Myers

314 The Apostle Paul Study of the life, letters, and legacy of the early Christian, Paul, through a careful consideration of primary and selected secondary sources. Particular attention is given to understanding the Pauline literature in its historical context. Ancient and modern interpretations of Paul's life and work are also treated. *Prerequisite:* Religion 205 or permission of instructor. Not offered every year.
Mr. C. Myers

324 Martin and Malcolm Exploration of religion in the lives of Martin Luther King Jr. and Malcolm X. Course examines religious and social forces that influenced their early development and life commitments, and considers how their theologies influenced each other and impacted our country and globe. Course materials include pivotal speeches, interviews, books, and live film footage.
Mr. Gray

340 Cosmology of the Body Exploration of the religious, symbolic, and magical dimensions of cross-cultural concepts of the human body. Course surveys religious attitudes toward such topics as resurrection, reincarnation, mutilation, cannibalism, fasting, and body decoration. Not offered every year.
Ms. Sommer

343 Mythology and Religion Mythology and religion have always been companions. Course aims at understanding this friendship. Students familiarize themselves with certain mythological artifacts, as well as current "surrogate myths."

Primary focus is an appreciation of the process of "mythmaking," which is approached from several critical viewpoints. Not offered every year.
Staff

350 Buddhist Ethics Critical study of Buddhist ethics for students who have completed an introductory study of Buddhism. Course examines individual ethical issues such as human rights, natural resources, abortion, organ transplant, gambling, and child-prostitution in contemporary "Buddhist" societies, as well as the scriptural and theoretical foundations of Buddhism. Not offered every year.
Staff

460 Individualized Study for Majors and Minors Senior Project must be approved by department.
Staff

470 Individualized Study and Internships
Staff

474 Summer Internships
Staff

IDS 211 Perspectives on Death and Dying For course description, see Interdepartmental Studies.
Mr. C. Myers

SOCIOLOGY AND ANTHROPOLOGY

Professors Emmons, Heister, and Hinrichs (Chairperson)
Associate Professors Betances, Gill, and Potuchek
Assistant Professors Hendon and Howard
Adjunct Associate Professor Rosenberg

Overview

Studies in the department investigate social organization, social action, and the role of culture in shaping human behavior. The courses explore a variety of approaches that reflect the diversity of perspectives used by sociologists and anthropologists. Some perspectives start with individuals in interaction with each other and focus on how they develop meaningful social relationships, groups, and institutions. Others focus on how individuals are molded by institutions, groups, and cultural beliefs, while yet others examine the functional or conflictual relationships among classes and subcultures. By emphasizing the scientific and comparative study of social institutions and cultures, the faculty guide students in analyzing social realities, dealing with contemporary problems, and promoting social change. The department is committed to experiential education, field projects, and internships.

The goals of the department's program are to contribute to the liberal arts education at Gettysburg College, to acquaint students with sociological and anthropological perspectives, and to help them meet their academic and career needs. The program prepares majors for graduate studies and careers in fields such as sociology, urban planning, public policy, social work, health care, communications, education, criminology, law, cultural anthropology, and archaeology.

The department has a chapter of Alpha Kappa Delta, the Sociological Honor Society. Majors are eligible for the Harry C. and Catherine Noffsinger Hartzell Award and the Holly Gabriel Award. Students who successfully complete a senior project and thesis are eligible for honors. Several majors serve as student representatives to department faculty meetings to provide a voice for students.

Requirements and Recommendations

Major requirements: The department offers a major in sociology and a combined major in anthropology–sociology. Students who major in sociology take a minimum of ten full-credit courses. Majors must take Sociology 101, 302, and 306 and earn a grade of C– or better in these courses. They must also take the capstone seminar (Sociology 400), one of the inequality courses (Sociology 202, 209, or 217); one of the seminars in sociological theory (Sociology 310, 311, 312, or 313); and a second 300-level department course in methods (either Sociology 303 or 323). The remaining three courses are electives chosen from among the sociology course offerings (excluding the Sociology 470 courses and normally excluding the Sociology 450 courses), and may include one anthropology course. None of the courses required for the major may be taken S/U.

Students who select the combined major in anthropology–sociology take a minimum of ten full-credit courses, with at least four courses in each discipline. Anthropology–sociology majors must take Anthropology 103 and 105, and Sociology 101 and 302, and earn a grade of C– or better in each of these courses. They must also take a capstone seminar (Anthropology 400 or Sociology 400); a second 300-level department course in methods (either Sociology 303, Sociology 323, or Anthropology 323); and a theory course (Anthropology 308 or Sociology 306, and earn C– or better). Students also take

three electives in anthropology and sociology course offerings (excluding the Anthropology or Sociology 470 courses and normally excluding the 450 courses). None of the courses required for the major may be taken S/U.

Minor requirements: Students with a major in sociology may minor in anthropology, but students with the combined major in anthropology–sociology may not minor in the department. The sociology minor requires six courses: Sociology 101, 302, and 306; and three electives from the sociology course offerings (normally excluding the Sociology 450 and 470 courses). Six courses are required for the anthropology minor: Anthropology 103 and 105; either Anthropology 308 or 400; and three electives from the Anthropology course offerings (one of which may be an Anthropology 450 course).

Prerequisites

Sociology 101 is a prerequisite for most other sociology courses (except as noted in course descriptions). The Sociology 302 methods course is a prerequisite for other 300-level courses in methods (e.g., Sociology 303 or 323). The Sociology 306 theory course is a prerequisite for other 300-level courses in theory (Sociology 310, 311, 312, or 313). Both Sociology 302 and 306 are prerequisites for Sociology 400.

Most upper-level anthropology courses require either the Anthropology 103 or 105 introductory courses (except as noted in course descriptions). The Sociology 302 methods course is required for the Anthropology 309 and 323 methods courses, and it is strongly recommended for the Anthropology 308 theory course. Anthropology 308 is a prerequisite for the Anthropology 400 seminar.

Individualized Study

In response to varying needs, interests, and expertise of individual students and faculty members, the department provides means for students to pursue independent research and studies through individual tutorials, fieldwork applications or direct experiences, internships, and other opportunities to expand specialized interests. To receive credit for these projects, students confer with a particular faculty member in the department and register for Anthropology 450s or 470s, Anthropology 460, Sociology 450s or 470s, or Sociology 460. Students who want to be considered for the

department's Honors Program are required to register for either Anthropology 460 or Sociology 460. These students should consult with a department faculty member in their junior year.

Liberal Arts Core Requirements

All full-credit sociology courses may be used to fulfill the College's Liberal Arts Core requirement in social sciences, except 300-level methods courses (Sociology 302, 303, and 323). Sociology 303 satisfies the requirement in quantitative reasoning. All full-credit anthropology courses may be used to fulfill the College's Liberal Arts Core requirement in social sciences, except 300-level methods courses (Anthropology 309 and 323). The following Anthropology courses fulfill the requirement in non-Western cultures: Anthropology 103, 220, 228, 232, 234, 235, 236, 237, and 301.

ANTHROPOLOGY

103 Introduction to Cultural Anthropology

Comparative study of social practices and cultural systems in various societies, using a series of case studies and topics dealing mainly with non-Western cultures or Western attempts to understand them. Course gives an overview of the history of cultural anthropology, major questions and theoretical debates, fieldwork and research methods, and the relevance of anthropology to the modern world. No prerequisite.

Ms. Howard

105 World Prehistory and Human Evolution

Introduction to physical anthropology and archaeology, the two subdisciplines of anthropology that focus on the question of human biological and cultural change through time. Course examines how anthropologists interpret human genetic variation, the behavior of nonhuman primates, the evolution of fossils hominids, and major developments in technology and material culture. No prerequisite.

Ms. Hendon

220 World Cultures Study of cultural patterns and social practices around the world, viewing them through the distinctive lens of cultural anthropology. Course questions models of the world and concepts of culture. No prerequisite.

Ms. Howard

228 Cross-Cultural Perspectives on Gender and Sex Roles

Examination of the social roles of women and men, the dynamics of sexual

identity, and the ideologies of gender in various societies. Course explores broad theoretical issues (such as biological vs. cultural determinants; gender stratification and inequality; the effects of social, cultural, and economic variables), as well as a range of specific societal studies.

Prerequisite: Anthropology 103.

Ms. Hendon

232 Precolumbian Civilizations of Mesoamerica

Introduction to the organization and development of Native American civilizations in Mexico and Central America. Evidence from archaeological and ethnographic research, Native texts and art, and Spanish Colonial writings is used to study religious beliefs, sociopolitical organization, economic relationships, and intellectual achievements of such groups as the Olmec, Maya, and Aztecs. Period prior to the sixteenth-century Spanish conquest is emphasized, but modern indigenous cultures are also studied. No prerequisite.

Ms. Hendon

234 Principles of Archaeology Study of the practice of archaeology—the combination of methods and theoretical concepts that together result in archaeological interpretations of past human behavior and society. Using a case study approach, students are introduced to the nature of archaeological interpretation. *Prerequisite:*

Anthropology 103, 105, or one 200-level course.

Ms. Hendon

235 Early Civilizations in Cross-Cultural Perspective

Study of the origins and development of the earliest urban societies. Compares and contrasts examples from different parts of the world, including China, Mesopotamia, Mesoamerica, Egypt, and South Asia. Using archaeological data, written texts, art, and other sources, the course studies the causes and consequences of the shift to more centralized political systems and more specialized economic organization. Course takes both cross-cultural and historical perspectives. Integral to the course is a discussion of how civilization and the state have been defined.

Prerequisite: Anthropology 103, 105, or consent of instructor.

Ms. Hendon

236 Precolumbian Civilizations of South America

Introduction to the organization and development of Native American civilizations in South America. Evidence from archaeological and ethnographic research, Native texts and art,

and Spanish Colonial writings is used to study religious beliefs, sociopolitical organization, economic relationships, and intellectual achievements of such groups as the Inka, Moche, and Chavin. Period prior to the sixteenth-century Spanish conquest is emphasized, but modern indigenous cultures are also studied. No prerequisite.

Ms. Hendon

237 African and Afro-Latino Cultures: Studies in Power and Ritual. Cross-cultural comparisons of politics, religion, and identity in Africa and the African diaspora of Latin America and the Caribbean. Course explores case studies of religious rituals and spirit possession, slave revolts and wars of independence, cultural movements and ethnic mobilization on both sides of the southern Atlantic. *Prerequisite:* Prior course in Anthropology, African American Studies, or Latin American Studies.

Ms. Howard

238 The Anthropology of Contemporary Cultural Issues Exploration of how anthropologists analyze current issues in international affairs and industrialized societies, including the United States. Case studies illustrate anthropological perspectives on topics such as nationalist movements and international development, immigration and multiculturalism, urban gangs and suburban consumers, changing gender roles and reproduction practices, modern myths and rituals. Course also discusses challenges of conducting fieldwork in diversified societies and ethical dilemmas arising in politically sensitive settings. No prerequisite.

Ms. Howard

250–270 Topics in Anthropology Exploration of a particular topic, chosen by a faculty member.

274 Practicum in Archaeological Analysis

Practical learning experience in archaeological data analysis and research. Working with staff of the Gettysburg National Military Park, students carry out labwork, including artifact processing and classification, data entry, and research. Exact mix of activities varies from semester to semester. *Prerequisite:* Consent of instructor and previous course work in archaeology, history, or Civil War Era Studies. One-half credit course; may be repeated with consent of instructor. (Same as CWES 274.)

Ms. Hendon

301 Social Life of Things Cross-cultural exploration of how members of various societies, past and present, invest objects with symbolic meanings as they produce, utilize, and exchange them in everyday life. Drawing primarily on non-Western case studies, the course integrates perspectives from studies of material culture in fields such as economic anthropology, archaeology, and the anthropology of art. These resources illuminate the many ways that things acquire a kind of metaphorical life in association with the lives of people who use them. *Prerequisite:* Anthropology 103 or 105, plus another Anthropology course.

Ms. Hendon, Ms. Howard

308 History of Anthropological Theory Analysis of the rise of anthropology and development of its major theoretical models. Course traces the precursors of anthropology, the emergence of the field of “anthropology” and its subdisciplines in the nineteenth century, the elaboration of the culture concept and fieldwork methods in the twentieth, and recent trends in post-colonial anthropology. *Prerequisite:* Anthropology 103 or 105. Sociology 302 is strongly recommended. Offered every other year.

Ms. Hendon, Ms. Howard

323 Field Methods in Social Research Seminar on how sociologists and anthropologists conduct ethnographic fieldwork. Topics include how theory informs research, ethical issues, and developing descriptive fieldnotes. Students carry out original research projects, using field methods such as participant observation and qualitative interviewing, and learn how to gather data, analyze results, and write up ethnographic reports. *Prerequisite:* C– or better in Sociology 302. (Same as Sociology 323.)

Ms. Howard, Ms. Gill

400 Anthropology Seminar Intensive culminating research experience for anthropology–sociology majors. Seminar is designed around particular topics or debates, which provide unifying themes for students’ research projects. Course guides students as they consolidate their understanding of the anthropological perspective. *Prerequisite:* Anthropology 103, 105, and 308, or consent of instructor. Offered every other year.

Ms. Hendon, Ms. Howard

450s, 470s Individualized Study Independent study in fields of special interest outside the scope of regular course offerings. *Prerequisite:* Consent of faculty sponsor.

Staff

460 Research Course Individual investigation of a research topic in anthropology under the guidance of a faculty member. Topic must be approved by department. Project culminates in written and oral presentations of a formal paper to the faculty. Required for departmental honors. Students must submit a proposal a minimum of two weeks before the end of the semester preceding the proposed study.
Prerequisite: Consent of department. Open to juniors and seniors only.

Staff

SOCIOLOGY

101 Introduction to Sociology Study of basic structures and dynamics of human societies, focusing on the development of principles and concepts used in sociological analysis and research. Topics include culture, socialization, social institutions, stratification, and social change. No prerequisite.

Staff

202 Wealth, Power, and Prestige Examination of distribution of valued resources and associated social ranking and rating systems. Topics include social classes, social mobility, economic and political power, and informal prestige and fame.
Prerequisite: Sociology 101.

Mr. Emmons, Ms. Heisler

204 Sociology of Mass Media and Popular Culture Analysis of broadcast and print media institutions. Perspectives include the "production of culture," cultural content analysis, socialization effects, and media coverage. Various popular culture genres, both mass and folk, are included, with special emphasis on music and film.
Prerequisite: Sociology 101.

Mr. Emmons

206 Sociology of the Family Analysis of the family as a social institution. Course takes a comparative and sociohistorical approach to the study of American families, with a particular focus on the interaction between family and economy. Topics include intrafamily relations, work-family links, and family policy.
Prerequisite: Sociology 101.

Ms. Potuchek

207 Criminology Introduction to the sociological study of crime. Course begins with a discussion of criminal law and the extent of crime, then continues with a comprehensive examination of police, courts, and corrections. Theories of crime causation, criminal behavior systems, and

victimology are also examined.
Prerequisite: Sociology 101.

Mr. Hinrichs

209 Race and Ethnic Relations Study of the diverse manifestations of race and ethnicity around the world, with particular focus on the American experience. Topics include immigration and assimilation, prejudice and discrimination, and the construction and reconstruction of ethnic and racial boundaries and identities.
Prerequisite: Sociology 101.

Ms. Heisler

212 Deviance, Diversity, and Difference

Examination of the concept of deviance and exploration of various sociological theories and perspectives for viewing deviant phenomena. In-depth analysis of alcohol and drug use, variations in sexual behavior, pornography, violence, child abuse, and homelessness.

Prerequisite: Sociology 101.

Mr. Hinrichs

217 Gender Inequality Examination of patterns of gender stratification in American social structures. Course centers on how class, race, and gender influence the experiences of women and men in families and occupations. Topics include images of women in the media, construction of gender, and movements for change.
Prerequisite: Sociology 101.

Ms. Gill

231 Self in Society Study of theories of social psychology, methods of social psychological research, the self, socialization, social roles, social relationships, communication, and group behavior. Emphases include group dynamics and differences in male/female perceptions and social behaviors. Readings include theoretical works and emphasize classic and recent research in the field.
Prerequisite: Sociology 101.

Ms. Rosenberg

233 Science, Knowledge and the New Age

Exploration of science as a social institution. History and ideology of science as an objective method are examined, drawing from Merton, Kuhn and others. "Antiscience" and "New Science" perspectives include postmodernist, feminist, and New Age views. UFO studies and other paranormal topics receive special attention as alternative knowledge systems.
Prerequisite: Sociology 101 or Anthropology 103 or consent of instructor.

Mr. Emmons

239 Health, Medicine, and Society Analysis of social factors that influence health and illness and of health care as a social institution. Topics include the cultural construction of health and illness, the sick role, the effects of social inequality on health and illness, health occupations and professions, and the social organization of health care systems in various societies. *Prerequisite:* Sociology 101.
Ms. Potuchek

262 Social Development of Latin America Formation of Latin American republics, focusing on interplay between internal processes and external influences. Students examine Latin Americans' struggle for political and cultural integration to overcome their colonial heritage and to build national states. Same as LAS 262. No prerequisite.
Mr. Betances

267 Society and Politics in Latin America: A Case Study of the Dominican Republic Study of the sociopolitical evolution of the nineteenth- and twentieth-century Dominican Republic. Course examines the tension between dictatorship and democracy, changing economic patterns of Dominican life, and influence of the U.S. military interventions of 1916–1924 and 1965–1967 on the modern Dominican state. Same as LAS 267. No prerequisite.
Mr. Betances

271 Gay and Lesbian Studies I Introductory examination of important issues underlying gay and lesbian studies. Discussion focuses on homosexuality cross-culturally; the history of the gay rights movement in American society and the historical events that have shaped gay, lesbian, and bisexual identity; theories of sexuality; religion and homosexuality; homophobia; structure of the gay and lesbian community, including issues related to race and ethnicity; “coming out” process; and violence against gays and lesbians. *Prerequisite:* Consent of instructor. One-half credit course.
Mr. Hinrichs

272 Gay and Lesbian Studies II Further examination of contemporary gay, lesbian, and bisexual life styles and the supporting social movement. Discussion focuses on society's response to the emergence of a more visible gay and lesbian community, the impact of AIDS on gays and lesbians, constitutional and legal issues, gays and the military, gays as parents, current radical movements such as Queer Nation and

ACT UP, and the interaction of feminist theories and gay/lesbian/bisexual issues. *Prerequisite:* Consent of instructor. One-half credit course.
Mr. Hinrichs

302 Research Methods Introduction to the logic of social science research. Goal is to develop student's ability to review and evaluate critically social research findings and to prepare for planning and carrying out research. A variety of qualitative and quantitative designs are examined, including survey, experiment, participant observation, and evaluation research. Issues of sampling, measurement, causality, and validity are considered. *Prerequisite:* Sociology 101.
Staff

303 Data Analysis and Statistics Study of elementary quantitative data analysis, including logic, application, and interpretation of statistical techniques. Students carry out and present original quantitative research projects. Includes laboratory. *Prerequisite:* C– or better in Sociology 302 or consent of instructor.
Ms. Gill, Ms. Rosenberg

306 Introduction to Sociological Theory Exploration of the nature of sociological theory and major theoretical orientations (paradigms). Course examines the origins and creation of these paradigms in the nineteenth and early twentieth century—the period of “classical sociology” and their development, elaboration, and application in contemporary sociology.
Ms. Heisler

310 Seminars in Sociological Theory Examination of a topic in sociology from a number of theoretical perspectives. Emphasis is on gaining an in-depth knowledge of the topic, while also learning how theoretical perspectives shape research and analysis. *Prerequisite:* Sociology 306 or consent of instructor for nonmajors.
Staff

311 Theories of Community Study of communities from a sociological perspective, with major emphasis on urban areas. Theoretical perspectives of Weber, Simmel, Spengler, Park, Wirth, Redfield, Duncan, and others are examined and used to understand the historical development of cities, the ecology of cities, the development of suburbs, urbanism as a way of life, city planning, metropolitan dynamics, and contemporary urban problems. *Prerequisite:* Sociology 306 or consent of instructor for nonmajors.
Mr. Hinrichs

312 Theories of Social Change Applications of theories of social change to contemporary trends and changing norms, values, and expectations. Emphasis is on a critical examination of recent changes in the economy and political structure of U.S. society and on the assessment of the efforts by social movements to direct social change. *Prerequisite:* Sociology 306 or consent of instructor for nonmajors.

Ms. Gill

313 Theories of Politics and Society Analysis of the role of power in social and political institutions. Course examines the bases, distribution, and exercise of power in organizations, communities, and nations, as well as organized attempts to change existing power relationships. Theoretical perspectives include Marxism, Weberian theory, elitism and pluralism, resource mobilization, and new social movements theory. *Prerequisite:* Sociology 306 or consent of instructor for nonmajors.

Ms. Heisler

323 Field Methods in Social Research Seminar on how sociologists and anthropologists conduct ethnographic fieldwork. Topics include how theory informs research, ethical issues, and developing descriptive fieldnotes. Students carry out original research projects, using field methods such as participant observation and qualitative interviewing, and learn how to gather data, analyze results, and write up ethnographic reports. *Prerequisite:* C- or better in Sociology 302. (Same as Anthropology 323.)

Ms. Gill, Ms. Howard

331 Reinventing Latin American Societies Study of the changing role of the state in twentieth-century Latin America. Course explores why Latin American states shifted from promoting national development to preparing the region for globalization. Issues of social movements, political control, citizenship, and neoliberalism are examined in the context of widespread economic, social, and political structuring of Latin American societies. *Prerequisite:* LAS 140 or any other course with a focus on Latin America. (Same as LAS 331.)

Mr. Betances

400 Sociology Seminar Intensive culminating experience for sociology-track majors. Under the direction of a faculty member, students work to integrate their major and their understanding of the sociological perspective. *Prerequisite:* Sociology 302 and 306 or Anthropology 308.

The second 300-level course is strongly recommended for majors.

Staff

450s, 470s Individualized Study Independent study in fields of special interest, including internships, outside the scope of regular course offerings. Consent of faculty sponsor.

Staff

460 Research Course Individual investigation of a research topic in sociology in the student's special area of interest under the guidance of a faculty member. Topic must be approved by department. Project culminates in written and oral presentations of a formal paper to the departmental faculty. Required for departmental honors. Students must submit a proposal to the department a minimum of two weeks before the end of the semester preceding the proposed study. *Prerequisite:* Consent of department. Open to juniors and seniors only.

Staff

SPANISH

Professors Thompson (Chairperson) and Burgess
Associate Professors Cushing-Daniels, Olinger, Rolón,
Viñuela, and Yager
Assistant Professors Ramos and Valiela
Instructors Balastequi and Flores-Ocampo
Lecturer Marin and Moore
Adjunct Lecturer El orriaga
Teaching Assistant Aragón

Overview

The ability to speak and understand a language other than one's own, and to have insight into the artistic and cultural heritage of other peoples of the world, is considered an integral part of a liberal arts education. The department, through a strong core of basic courses, gives students facility in the use of spoken and written Spanish and some knowledge of its literature and cultural history. The oral-aural method of modern language teaching is stressed in the classroom. Laboratory facilities in the Library Learning Center and other audio-visual equipment complement classroom instruction. Regular laboratory work will be required of some students and advised for others.

Advanced-level courses in literature and civilization are designed to give students an understanding and appreciation of the literature and cultures of the Hispanic peoples. Students are encouraged to study in a Spanish-speaking country, and opportunities are offered through study abroad programs with approved colleges

and through cooperative agreements with the Instituto Universitario de Sevilla in Seville, Spain, the Foreign Student Study Center at the University of Guadalajara in Guadalajara, Mexico, and the Universal Language Institute in Cuernavaca, Mexico.

Courses in the department provide sound preparation for graduate study, teaching, or careers in government, business, or social work. The department works cooperatively with the education department in the preparation of Spanish teachers. Since the largest minority group in the United States is Spanish speaking, the department feels that a knowledge of Spanish and an understanding of the Hispanic cultures is of increasing importance.

Requirements and Recommendations

Requirements for a major in Spanish include eleven courses above the 300-level, at least five of which must be taken at Gettysburg College. Course requirements are Spanish 301 (except for students who demonstrate an exceptional command of the Spanish language and petition the department to be exempted from this requirement); Spanish 302, 303, or 309; Spanish 345 and three other courses at the 340-level; two courses at or above the 350-level; Spanish 400.

Other courses for the major are elective and may include one of the following classes, which are taught in English: Anthropology 232, Anthropology 237, Anthropology 250, First-Year Seminar 129, Political Science 275, Economics 214, any Latin American Studies Class.

Spanish majors must spend one semester studying abroad in a program approved by the department. (Students with extensive previous experience living or studying abroad may petition the department to be exempted from this requirement.) Students in the teaching certification program must complete Spanish 330 and 331. Requirements for a minor in Spanish include six courses above the 202-level, and must include Spanish 301 (except for students who demonstrate an exceptional command of the Spanish language and petition the department to be exempted from this requirement). Students may include Spanish 202 for the minor if they have begun language study at the elementary or intermediate-level at Gettysburg College. No courses taken S/U may be included.

Liberal Arts Core Requirements

Prior to their first registration at the College, all students receive preregistration materials

that give detailed instructions on language placement and fulfillment of the Liberal Arts Core requirement in foreign language.

Achievement equivalent to 202 may be demonstrated by an advanced placement examination or a departmental placement examination given during orientation before the initial week of fall semester.

The Liberal Arts Core requirement in foreign language may be satisfied by successful completion of Spanish 202 or 204. (Students may not repeat a course in the sequence from 101 or 103 through 202 or 204 after they have passed a subsequent, higher numbered course.) All Spanish literature and civilization courses satisfy the Liberal Arts Core requirement in the humanities; Spanish 303 and 351 satisfy the requirement in the social sciences.

Intermediate Program Abroad

Students may complete the distribution requirement in foreign languages (third and/or fourth semesters) by studying for a semester in Seville, Spain, or in Cuernavaca, Mexico (in alternate years; fall 2000 in Spain, fall 2001 in Mexico). The intermediate program includes a two-credit course in Spanish language at the appropriate level and a two-credit course that integrates the study of Spanish or Mexican literature and civilization. A professor from the department leads students on an initial orientation tour of Spain or Mexico and teaches the literature/civilization class. Students live with families.

203–204 Courses in Spanish Language for Intermediate-Level Students in Seville, Spain, or Cuernavaca, Mexico Practice in oral and written expression, grammar review, readings, and discussions of Hispanic culture, with an emphasis on present-day language usage and contemporary Hispanic society. Offered every fall, alternating between Spain (2000) and Mexico (2001). For intermediate students studying in Cuernavaca, Mexico, or in Seville, Spain. *Prerequisite:* Spanish 104 or equivalent; concurrent enrollment in Spanish 253–254. One credit each.

Staff

253–254 Courses in Spanish Civilization and Literature for Intermediate-Level Students in Seville, Spain or Cuernavaca, Mexico Integrated approach to the study of Hispanic literature and civilization. Courses provide an overview of the evolution of Hispanic culture and examine the origins of the most representative values of Hispanic culture in art, literature, and

contemporary life. Students visit museums and historical sites and attend artistic events. Offered every fall, alternating between Spain (2000) and Mexico (2001). For intermediate students studying in Cuernavaca, Mexico, or in Seville, Spain. *Prerequisite:* Spanish 104 or equivalent; concurrent enrollment in Spanish 203–204. One credit each.

Staff

Study Abroad

Advanced students who have completed Spanish 301 may study at the Instituto Universitario de Sevilla in Seville, Spain, or at the Foreign Student Study Center at the University of Guadalajara in Guadalajara, Mexico, both of which offer a wide variety of courses in Spanish, including literature, history, sociology, political science, management, and more. *See Study Abroad, Instituto Universitario de Sevilla; and Study Abroad, Foreign Student Study Center, University of Guadalajara, Guadalajara, Mexico.*

101–102 Elementary Spanish Elements of understanding, speaking, reading, and writing Spanish. Use of language laboratory is required. Enrollment limited to those who have never previously studied Spanish. Students cannot receive credit for both 101 and 103; 102 and 104.

Staff

103–104 Fundamental Spanish Fundamentals of understanding, speaking, reading, and writing Spanish. Use of language laboratory is required. Enrollment is limited to those who have previously studied Spanish and who are enrolled according to achievement on the Departmental Qualifying Examination. Students cannot receive credit for both 101 and 103; 102 and 104.

Staff

201–202 Intermediate Spanish Practice in oral and written expression, grammar review, readings, and discussions of writing in Spanish. *Prerequisite:* Spanish 102 or 104 or consent of department.

Staff

245 Spanish Conversation Conversation course beyond the intermediate level, with emphasis on everyday, applied usage of the language for nonliterary purposes. *Prerequisite:* Grade of C or better in Spanish 202, or consent of the department. Enrollment limited to twelve students. Counts toward the minor, but not the major. Offered annually. Students whose native language is Spanish may not elect this course.

Staff

301 Spanish Composition and Conversation

Exercises in directed and free composition; group discussion and presentation of individual oral work; review of grammar and syntax at an advanced level. *Prerequisite:* Grade of C or better in Spanish 202, or consent of department. Grade of C or better in Spanish 301 is required to advance to 302.

Staff

302 Cultural Images I: Arts and Humanities

Advanced composition and conversation course focusing on cultural topics in the Hispanic world related to arts and the humanities. Uses readings, videos, music, and speakers. *Prerequisite:* Grade C or better in Spanish 301, or consent of department. Offered annually.

Staff

303 Cultural Images II: Social Sciences

Advanced composition and conversation course focusing on cultural topics in the Hispanic world related to the social sciences. Uses readings, videos, music, and speakers. *Prerequisite:* Grade C or better in Spanish 301, or consent of department. Offered annually.

Staff

305 Service Learning Project in the Hispanic

Community Students work with a Hispanic family for 22 hours throughout the semester to help the family learn English, satisfy its needs, and generally acculturate to American society. Students meet with the instructor once a week. Students learn basic English-as-a-second-language teaching techniques, read about the immigrant and migrant experience, and experience the Hispanic cultures and language first-hand. One-half unit of credit. May be repeated once. Graded S/U. Does not count toward the major or minor.

Staff

309 Current Events in the Hispanic World

Advanced composition and conversation course based on current events in the Hispanic world, using articles from Hispanic periodicals and Spanish language news programs. *Prerequisite:* Grade C or better in Spanish 301, or consent of department. Offered annually.

Staff

330 Spanish Phonology Introduction to Spanish phonetic and phonemic theory and analysis, applied to improve pronunciation skills. Study of variation in pronunciation in Spain and Latin America. Three lecture hours and one laboratory. *Prerequisite:* Spanish 302 or 309 or approval of department. Offered 2001–02.

Staff

331 Introduction to Spanish Linguistics

Introduction to linguistic theories, methods, and problems as applied to Spanish. Attention is also given to typical areas of investigation, such as Spanish dialectology, sociolinguistics, and bilingualism. *Prerequisite:* Spanish 302 or 309 or approval of department. Offered 2002–03.

Staff

341 Survey of Spanish Literature I Introduction to representative Spanish texts from the Middle Ages through the seventeenth century and to the cultural and historical contexts in which these works were written. *Prerequisite:* Grade C or better in Spanish 301, or consent of department. Offered annually.

Staff

342 Survey of Spanish Literature II Introduction to representative Spanish texts from the Enlightenment to the post-Civil War period and to the cultural and historical contexts in which these works were written. *Prerequisite:* Grade C or better in Spanish 301, or consent of department. Offered annually.

Staff

343 Survey of Latin American Literature I

Introduction to representative Spanish-American texts from the fifteenth through the nineteenth century and to the cultural and historical contexts in which these works were written. *Prerequisite:* Grade C or better in Spanish 301, or consent of department. Offered annually.

Staff

344 Survey of Latin American Literature II

Introduction to representative Spanish-American texts from the twentieth century and to the cultural and historical contexts in which these works were written. *Prerequisite:* Grade C or better in Spanish 301, or consent of department. Offered annually.

Staff

345 Introduction to Literary Analysis

Introduction to basic critical approaches to the reading of prose fiction, poetry, and drama. Through the careful study of works in each genre, students acquire a knowledge of analytical skills and critical terminology in Spanish. Offered annually. *Prerequisite:* Grade of C or better in Spanish 341, 342, 343, or 344, or consent of department.

Staff

351 Lyric Poetry Study of Spanish lyric poetry through the ages. Course concentrates on the interrelationship of form, content, and idea,

noting major influences on the poetry of each period. Appreciation is considered a major goal, and much poetry is read orally and discussed. Alternate years. *Prerequisite:* Spanish 345 or consent of department. Offered 2002–03.

Staff

353 Introduction to Hispanic Cinema Study of Hispanic cinema from its inception, with emphasis on films made since the advent of revisionary cinema around 1960. Course examines the development and renovation of cinematography, the relationship between cinema and other forms of artistic expression, and the historic development of Hispanic cinema. *Prerequisite:* Spanish 345 or consent of department. Offered 2001–02.

Staff

354 Nineteenth-Century Literature in Spain and Latin America

Study of nineteenth-century literature in Spain and Latin America, according to the cultural movements and transformations of this century. Readings include narratives, essays and poetry. Facilitates strategies for the interpretation of literature grounded on gender conflicts, creation of political contexts, and social change. *Prerequisite:* Spanish 345 or consent of department. Offered 2001–02.

Staff

355 Hispanic Theater Study of the drama of Spain and Spanish America through the ages.

Focus varies from semester to semester, based on such aspects as literary period, common theme, historical development, and dramatic theory. *Prerequisite:* Spanish 345 or consent of department. Offered 2001–02.

Staff

363 Literature of the Golden Age Representative texts selected from different genres of sixteenth- and seventeenth-century Spanish literature. Readings and discussions focus on topics such as honor, gender relations, social class, religion, and notions of nationality and empire.

Prerequisite: Spanish 345 or consent of department. Offered 2001–02.

Staff

367 Generation of '98 and Pre-Civil War

Literature Studies in the essay, poetry, prose fiction, and drama of the major writers of the late-nineteenth and early-twentieth centuries in Spain. *Prerequisite:* Spanish 345 or consent of department. Offered 2002–03.

Staff

368 Post-Civil War Literature of Spain

Study of major literary trends and works in Spain, beginning with the resurgence of Spanish literature in the 1940s and continuing to the present day. *Prerequisite:* Spanish 345 or consent of department. Offered 2002–03.

Staff

369 Cervantes Study of the masterpiece, *Don Quijote de la Mancha*, as well as some *Novelas ejemplares* and *entremeses* or one-act plays. *Prerequisite:* Spanish 345 or consent of department. Offered 2001–02.

Staff

376 Latin American Contemporary Prose

Emphasis on the novel of the “boom” in Latin America. Major writers such as Gabriel Garcia-Marquez, Carlos Fuentes, Julio Cortazar, Elena Poniatowska, Juan Rulfo, and Jorge Luis Borges are read. *Prerequisite:* Spanish 345 or consent of department. Offered 2001–02.

Staff

379 “Colonialism” and Latin America Study of the textual productions resulting from the initial centuries of conquest and colonization of Latin America. Readings and discussions include the study of European preconceptions and the impact they had on representation of Latin American “origins” in literature. Goals include the analysis of the varied discursive responses to the process of colonization and how they pervade our current understanding of Latin America. *Prerequisite:* Spanish 345 or consent of department. Offered 2002–03.

Staff

400 Senior Seminar Directed and specialized studies in Spanish and Latin American literatures from the medieval period to the present. Course is taken by seniors during the final semester in order to complete their undergraduate work in Hispanic literatures. *Prerequisite:* Limited to seniors, except with permission of department. Offered every spring.

Staff

PORTUGUESE

101–102 Elementary Portuguese Elements of understanding, speaking, reading, and writing Portuguese. Course includes oral and written work, graded elementary reading, and use of audio-visual cultural materials and correlative drill in the language laboratory.

Staff

201–202 Intermediate Portuguese Practice in oral and written expression, grammar review, readings, and discussions of Portuguese writing. *Prerequisite:* Portuguese 102 or equivalent.

Staff

THEATRE ARTS

Associate Professor Hanson (Chairperson)
Assistant Professors Muschamp and Russell
Adjunct Assistant Professors Kellinger and Atwood
Assistant Instructor Ryan
Adjunct Professor emeritus Schmidt

Overview

Courses in the theatre arts department are designed to train students to conceive of the theatrical event as a unit, joining its literary and historical values with means of expression in production and demonstrating the relationship of acting, directing, and design with the efforts of both past and present playwrights. This is accomplished through the students' work in the theatre program's productions, which include mainstage offerings in Kline Theatre, as well as studio presentations in Stevens Theatre and otherstage works-in-progress. The study of theatre arts prepares students for careers in the theatre, arts administration, teaching, and business.

A well-balanced program for a major in theatre arts should include: (1) knowledge of the history of the theatre from primitive man to the present; (2) training in and application of the various performance areas of theatre; (3) knowledge of the characteristics and development of the literary genre known as drama; and (4) the development of a play from the initial script to actual performance.

The theatre program also offers a minor in the field.

Requirements and Recommendations

Majors in theatre arts must take Theatre Arts 105, 203, 204, and 214. They must also elect the specified number of courses from each of the following categories:

- I. Theatre Arts (3 courses): 1 course from each of the following groups:
 - A. (Acting and Dance) 120, 163, 220, 222, 307, 320, 377.
 - B. (Design) 115, 215, 255, 311, 355, 381.
 - C. (Directing) 212, 282, 382.
- II. Drama (3 courses): Students are required to take Theatre Arts 328 and 329, plus either English 226, 365, 366, or 314.

III. Electives (2 courses): Any theatre arts and drama courses listed above and/or Theatre Arts 222, 252; Classics 264, 266; English 303; French 321; German 335; IDS 241, 267, 268; Japanese 140; Religion 134; Spanish 313, 315.

Requirements for the minor in theatre arts are six courses: Theatre Arts 105, Theatre Arts 203 or 204; one course in Drama (English 226, 365, 366, Theatre Arts 214, 328, 329); 2 studio courses (Theatre Arts 115, 120, 163, 212, 215, 220, 255, 282, 307, 311, 320, 355, 377, 381, 382); one course in theatre arts or any of the above listed theatre arts or drama courses, plus Theatre Arts 252 or IDS 267, 268.

Liberal Arts Core Requirements

All courses in Theatre Arts, except 214, 328, and 329, fulfill the Liberal Arts Core requirement in the arts. Theatre Arts 214, 328, and 329 fulfill the Liberal Arts Core requirement in the humanities.

105 Introduction to Theatre Arts Overview of theatre, including historical background, literary works, technical aspects, and performance techniques. The theatre of today is studied in relation to its predecessors and in terms of its modern forms in cinema and television. Students read texts and analyze methods used in bringing those works into production. Field trips offer opportunities to critique performances. Open to first- and second-year students only.

Mr. Hanson, Mr. Muschamp, Ms. Russell

115 Theatre Production Course provides an extensive investigation of historical and contemporary trends and practices essential for theatre production. Students gain an understanding of theatre procedures and acquire a grasp of equipment necessary for the execution of scenery, properties, sound, and stage lighting. Course is a combination of lecture and laboratory work and requires backstage participation in college productions.

Mr. Hanson

120 Fundamentals of Acting Study of the theory and technique of the art of acting; voice technique for the stage; the use of pantomime, including the study of gesture and movement. Emphasis is placed on the discipline and control of the body and the voice to best serve the actor. Improvisation is employed. In addition, students are expected to perform in scenes for class analysis. *Prerequisite:* Permission of instructor.

Mr. Muschamp, Ms. Russell

163 Introduction to Dance Overview of the history and development of modern dance, with emphasis on the such pioneers as Duncan, Denis-Shawn, Humphrey, Weidman, Hawkins, and Cunningham. Course develops an appreciation of dance as an art form. Emphasis is placed on the discipline and control of the body to best serve the dancer.

Ms. Kellinger

203, 204 History of the Theatre Survey of the theatre from the Greeks to the present. Emphasis is placed on the relevance of theatre design, production techniques, and acting styles to the plays of their periods. First semester covers Greek, Roman, Medieval, Elizabethan, Asian, and Italian Renaissance; second semester is devoted to French Neoclassical, the Restoration, and the eighteenth, nineteenth, and twentieth centuries.

Ms. Russell

212 Fundamentals of Directing Study of the theory and technique of the art of the director. Course explores how a play is selected, play analysis, tryouts and casting, and the purpose and technique of blocking, movement, and stage business. Particular attention is given to the preparation of the director's production promptbook and other written analysis. Students are required to direct scenes in class and a short play as part of the Laboratory Theatre Series. *Prerequisite:* Permission of instructor.

Mr. Muschamp

214 Survey of Dramatic Literature Overview of dramatic literature from the Greeks to the present. Play structure is analyzed, and comparisons made between methods of executing plot, development of character, and theme. Includes plays from the Greek and Roman periods, medieval, Elizabethan, and seventeenth through twentieth centuries. Emphasis is placed on written analysis.

Ms. Russell

215 Fundamentals of Stage Design Basic theories and technique of design for the stage. The theory behind the design, and the interrelationship of scene design, lighting, costumes, and properties. How stage design interprets themes and moods of a play is studied, as well as identification of period and place. Course follows a lecture-discussion format and involves extensive studio work. Students analyze, create, and execute basic designs for the Laboratory Theatre Series, in association

with students in Theatre Arts 182. *Prerequisite:* Permission of instructor.
Mr. Hanson

220 Advanced Acting Further study in the theory and techniques of the art of the actor, the analysis and interpretation of acting roles, and the building of characterization. Roles, both comic and tragic, from Contemporary Restoration, Elizabethan, Commedia dell'Arte, and Greek theatre are analyzed and performed. *Prerequisite:* Theatre Arts 120 and/or permission of the instructor.
Mr. Muschamp

222 Oral Interpretation of Literature Analytical and structural study of recognized prose, poetry, and dramatic selections that will facilitate individual rehearsal and performance of the literature. Readings incorporate the Readers Theatre format, with emphasis placed on developing an appreciation for the literary work as a complete aesthetic unit. Students are challenged to recognize their potential for speaking and reading before an audience. Class employs an ensemble approach and presents several public performances during the semester.
Mr. Hanson

250 Cinematic Arts: History and Methods Viewing and discussion of historically and culturally relevant films from around the world during the period of 1896 (film's inception) to World War II. In lab, students apply filmic techniques of lighting, camera placement, and setting to construct mise-en-scene.
Mr. Ryan

251 Cinematic Arts: History and Methods Viewing and discussion of historically and culturally relevant films from around the world during the period of post-World War II to the present. In lab, students apply filmic techniques of lighting, camera placement, and setting to construct mise-en-scene.
Mr. Ryan

252 Studies in Film Aesthetics Study of historically significant films, film theory, and criticism intended to develop an appreciation for film as an art form. Students keep a journal of critical responses to films, write short critical papers, and become familiar with writing about films.
Mr. Ryan

255 Advanced Stage Design Examination of historical and contemporary theories of scene, lighting, and costume design. Students consider design as the visual manifestation of a playwright's concepts. In addition to designing

both a play for proscenium, arena, thrust, and profile stages and a period play for a period other than its own, students complete advanced designs in scene, lighting, and costumes, and create designs for the Laboratory Theatre Series in association with students in Theatre Arts 282. *Prerequisite:* Theatre Arts 155.
Mr. Hanson

IDS 267 Theatre and Religion Investigation of the theatre's role in various Western and non-Western religions. (For full description, see IDS 267.) *Prerequisite:* Permission of instructor.
Mr. Hanson

IDS 268 The Arts, Environment, and Religions of Indonesia (See listing under Interdepartmental Studies. Students live with families in Bali. Offered annually, mid-May to mid-June.)
Mr. Hanson

282 Advanced Directing Further studies in the theory and technique in the art of the director. Students engage in directional analyses of plays representing different periods. Particular attention will be given to contemporary methods of presentation, with special emphasis on arena and thrust staging. In addition to directing scenes in class, students direct two scenes and a one-act play for public presentation, the latter as part of the Laboratory Theatre Series. *Prerequisites:* Theatre Arts 182 and/or permission of instructor.
Mr. Muschamp

307 Theatre Arts Practicum: Acting During a seven-week program, students rehearse and perform in two mainstage productions for children and families as part of the Gettysburg Theatre Festival (founded 1963). Students work alongside professional actors, administrators, and designers of the Festival and under professional direction. Commedia dell'Arte and other improvisational techniques are employed in the creation of each presentation. A study of the works represented on the mainstage, as well as discussion sessions and workshops with professional actors and directors are included in class work.
Staff

311 Theatre Arts Practicum: Technical During a seven-week period, students participate in the varied technical aspects of mounting two mainstage productions for children and families as part of the Gettysburg Theatre Festival (founded 1963). Hands-on experience is gained from the construction, painting and placement of sets, hanging and running of stage lights, and the construction and gathering of properties

and costumes. A study of the technical and design aspects along with the cultural and aesthetic heritage of the works produced is integral to the course.

Staff

320 Problems in Acting Course for students who have demonstrated the skill and talent to undertake further studies in acting. Culminates in an independent study project. *Prerequisite:* Theatre Arts 120 and 220 and/or permission of instructor.

Staff

328, 329 Twentieth-Century Drama Study of major dramatists from Ibsen to the present and of dramatic movements such as realism, naturalism, expressionism, as well as Theatre of the Absurd. First semester includes Ibsen, Strindberg, Chekhov, Shaw, Pirandello, Odets, O'Neill, and others; second semester begins after World War II, and includes Williams, Miller, Hellman, Hansberry, Pinter, Beckett, Ionesco, Genet, and others.

Ms. Russell

355 Problems in Stage Design Course for students who have demonstrated the skill and talent to undertake further studies in design. Culminates in an independent study project. *Prerequisites:* Theatre Arts 155 and 255.

Mr. Hanson

377 Theatre Arts Practicum: Acting (Advanced)

For students who have demonstrated that their skills in performing before the public (both young and old) might be further developed. Students continue work begun in Theatre Arts 307; they are expected to produce mature and advanced work and undertake a broader range of roles and more complex ones. *Prerequisite:* Theatre Arts 307.

Staff

381 Theatre Arts Practicum: Technical (Advanced)

For students who have demonstrated that their skills in the technical aspects of theatre might be further developed. Students continue work begun in Theatre Arts 311 and are expected to undertake more advanced assignments in set construction, stage lighting, costumes, and properties. *Prerequisite:* Theatre Arts 311.

Staff

382 Problems in Directing Course for students who have demonstrated the skill and talent to undertake further studies in directing. Culminate in an independent study project.

Prerequisites: Theatre Arts 182 and 282.

Staff

Individualized Study Production of a major work, tutorial, or internship under supervision of a faculty member. Student must submit a written proposal to the department well in advance of registration. *Prerequisites:* Approval of department and directing faculty member.

SPEECH

101 Public Address Study of the basic principles of public address. Emphasis is placed on developing both a theoretical and practical understanding of oral communication through lecture and reading assignments, as well as through practice in preparing, organizing, delivering, and criticizing speeches in class.

Mr. Muschamp

201 Advanced Public Address Analysis of public address as an art form and as an important civilizing force in Western society. Students have the opportunity to apply concepts and strategies they have learned in Speech 101. *Prerequisite:* Speech 101.

Mr. Hanson

VISUAL ARTS

Professor Paulson

Associate Professors Agard and Trevelyan

Assistant Professors Small and Warwick (Chairperson)

Adjunct Assistant Professors Dorrill and Shaw

Adjunct Instructors Blair, Ramos, and Winship

Slide Librarian Magura

Overview

The visual arts department has the following major objectives: (1) to educate visual sensibilities, beyond routine responses, toward an awareness of our visual environment, as well as to the cognition of works of art as the living past; (2) to study the historical cultural significance and aesthetic structure of architecture, painting, and sculpture, and the enduring dialogue between continuity and change; (3) to teach the history of art and the practice of art as separate but interrelated disciplines; (4) to provide the interested major with a curriculum which gives a foundation for graduate or professional study that can lead to a career in high school or college teaching, to work as a graphic or industrial designer, or to a profession as a painter, sculptor, print maker, or photographer.

The department offers a flexible program of study in interrelated studio and art history

courses, with potential majors in two areas, art history and studio art. The department encourages students from disciplines other than art to select from both types of courses.

Requirements and Recommendations

To complete a **major in Art History** students are required to complete the following courses:

1) VAH 111, 112, 120, and 400, plus a minimum of five additional courses in art history. These courses must include at least one course in either the ancient or medieval fields, one in either the Renaissance or Baroque fields, one in either the nineteenth century or modern fields, and one in a non-Western field. Courses are selected in consultation with the adviser in order to meet projected needs and to construct a coherent program.

2) Two basic studio courses to foster an understanding of visual structure and studio processes.

Students intending to major in Art History should take Art 111, 112, and 120 in the first year of college.

To complete a **major in Studio Art** students are required to take the following courses:

1) VAS 141, 145, and 146.

2) At least one course each in painting, print making, and sculpture.

3) Additional courses in at least two of the three disciplines listed in #2, or photography.

4) Three courses in art theory and history: VAH 120, 318, and an art history elective.

5) Participation in the senior studio seminar and senior exhibition in the spring semester of the senior year.

Students intending to **major in Studio Art** are advised to take VAS 141, 145, 146 and VAH 120 in their first three semesters of college. VAH 318 is to be completed before taking the Senior Studio Seminar.

To complete a **minor in Art History** students are required to take the following courses.

1) VAH 120.

2) Three art history and/or theory of art courses.

3) One 100-level studio course.

4) One 200-level studio course.

To complete a **minor in Studio Art** students are required to take the following courses.

1) Four studio courses.

2) VAH 120 and one art history elective.

Students minoring in either Art History or Studio Art should note that no more than two 100-level courses are acceptable to fulfill the College's requirements for a minor.

Liberal Arts Core Requirements

Any course in the areas of history, theory, or studio art may be counted toward the Liberal Arts Core requirement in the arts. VAH 227, 228, 247, and 248 fulfill the Liberal Arts Core requirement in non-Western culture.

Special Facilities

A collection of approximately 45,000 color slides supports the teaching of art history and studio classes. The department also has video equipment and a growing library of tapes to support other teaching activities. We are also equipped with powerful computers and appropriate software for computer assisted design, as well as CD-ROM capacity, with a library of disks for student use. Regular trips to the museums of Washington, D.C., Baltimore, and Philadelphia, as well as art exhibits at the College, make possible the necessary contact with original works of art.

The department has presses for relief, surface, and intaglio print making. For sculpture, it has both gas and electric welding equipment; air power tools for working in wood, stone, and plastic; three kilns for ceramic arts; a small foundry for bronze casting; and heavy lifting beams and hoists.

The 1,660-sq.-foot Schmucker Hall Art Gallery presents as many as nine different exhibitions each year. Included in the gallery calendar are works by professional artists, a faculty show, a student show, the senior art major show, and traveling exhibits, as well as selections from public and private collections.

HISTORY AND THEORY OF ART

111, 112 Ideas and Events Behind the Arts

Introductory study of the visual arts from prehistoric times to the nineteenth century. Course examines reasons for changes in the content, form, and function of two-dimensional and three-dimensional art. Exercises in visual analysis of individual works develop critical methods. Fulfills distribution requirement in the arts. *Prerequisite:* Juniors and seniors require permission of instructor.

Ms. Small

120 Theory of the Visual Arts Course gives a basic approach to visual experience by examining factors that relate to the making of art, functions of art, and viewer relationships with art, including methods of analysis. In addition to class lectures and discussions, hands-on sessions assist students in understanding the processes of making visual imagery. Fulfills distribution requirement in the arts. *Prerequisite:* Juniors and seniors require permission of instructor.

Ms. Small

201 Arts of Ancient Greece and Rome

Introduction to the painting, sculpture, and architecture of the classical world, focusing on cultural and intellectual differences between the people of these two civilizations as reflected in the arts of both. Fulfills distribution requirement in the arts. *Prerequisite:* Juniors and seniors require permission of instructor.

Ms. Trevelyan

202 Medieval Art Survey of the arts of the Middle Ages and their development from the Roman catacomb through the high Gothic cathedral. Analysis of art as a reflection of changing political and social conditions in Europe, with particular emphasis on liturgical arts in the Middle Ages. Fulfills distribution requirement in the arts. Recommended prior course: Art 111 or 201.

Staff

205 Arts of Northern Europe: A.D. 1350–1575

Analysis of artistic developments in Northern Europe from late Gothic times through the turbulent period of the Reformation. Works of Jan Van Eyck, Claus Sluter, Hieronymous Bosch, Hans Holbein, Albrecht Durer, and others are explored to discover ways in which social, political, and intellectual developments are mirrored in the art of that period. Fulfills distribution requirement in the arts. *Prerequisite:* Art 201, any 100-level art history course, or permission of instructor. Alternate years.

Staff

206 European Painting 1700–1900 Introduction to eighteenth-century painters in Italy, France, and England and their relationship to the Enlightenment. Major emphasis on the evolution of painting in France during the nineteenth century in relation to the changing social, political, and philosophical climate. Alternate years. Fulfills distribution requirement in the arts. *Prerequisite:* Art 111, 112, 120, or 201, or permission of instructor.

Ms. Small

210 Twentieth-Century European Painting Study of the schools and critical writings surrounding the major figures. Such movements as Art Nouveau, Nabis, Fauvism, Cubism, Futurism, German Expressionism, De Stijl, Dada, and Surrealism are examined. Fulfills distribution requirement in the arts. Recommended prior courses: Art 111, 112, or 120.

Ms. Small

215 German Art from Middle Ages to Today (See description for Fall Semester in Cologne, Germany under Department of German.)

217 History of Modern Architecture Examination of the evolutionary forms of the built environment, beginning with the ascendancy of the machine aesthetic just prior to World War I and continuing through the “post-modernist” theories of the 1970–80s and the works of Graves, Gehry, and Isozaki in the 1990s.

Prerequisite: VAH 111, 112, or permission of instructor.

Staff

221 Eighteenth- and Nineteenth-Century Painting in the United States Survey of

American painting from the Colonial Period to 1900, studied in relationship to developments in Europe, and with emphasis on the response of art to the changing social and technological environment in America. Alternate years. Fulfills distribution requirement in the arts.

Ms. Small

227 Art of the First Nations of North America: Eastern Woodlands and Plains Survey of the arts created by the original inhabitants of North America living in the Eastern Woodlands and Plains regions, with a focus on the cultural and religious traditions that formed the basis for much of the art. Emphasis is on developing an understanding of and appreciation for the fundamental differences between the arts and cultures of Native North American peoples and those of modern Western cultures, as well as aspects of similarity. Fulfills distribution requirement in the arts and non-Western culture.

Ms. Trevelyan

228 Art of the First Nations of North America: The Far North and West Survey of the arts created by the original inhabitants of North America living in the Far North and the West, with a focus on the cultural and religious traditions that formed the basis for much of the art. Emphasis will be on developing an understanding of and appreciation for the fundamental differences between the arts and

cultures of native North American peoples and those of modern Western cultures, as well as aspects of similarity. Fulfills the distribution requirements in the arts and non-Western culture.
Ms. Trevelyan

247/248 History of African Art Survey consisting of two independent, but sequential courses that pertain to the early history and subsequent development of African art forms created for spiritual, aesthetic, and utilitarian purposes. The major art-producing ethnic groups in Africa are studied to examine the cultural contexts of art production and the indigenous aesthetic systems that informed and supported the artist.
Staff

258 African American Art Art historical survey, as well as a thematic exploration of the connections and differences between African American and African art. Primary focus is an evaluation of the contributions of African American artists to American artistic consciousness and visual culture. Course also defines interrelationships between European, American, and African American art traditions and forms.
Staff

303 Painting, Sculpture, and Architecture in the Italian Renaissance Survey of the visual arts during the centuries that, in many ways, mark the boundary between the ancient and modern worlds. Course approaches the arts of the period from this perspective. Many artists and monuments included are traditionally acknowledged to be among the finest in the history of art, including the works of Michelangelo, Leonardo da Vinci, Raphael, and Titian. Secondary focus is to question and explore reasons why the art of this period is so acclaimed. Fulfills distribution requirement in the arts. *Prerequisite:* Art 111, 112 or 201 or permission of instructor.
Staff

307 Mannerist and Baroque Periods in European Art Study of painting, sculpture, and architecture in Europe, from the first decades after the Reformation through their transformation under the impact of the Counter Reformation. Artistic developments in Italy are discussed, as well as allied approaches in northern Europe and Spain. Works of some of the world's best known artists are examined, including Bernini, Caravaggio, Rubens, Rembrandt, Vermeer, El Greco, Velasquez, and Poussin. Fulfills distribution requirement in the arts. *Prerequisite:* Art 201 or any 100-level art history course or permission of instructor. Alternate years.
Staff

318 Art After 1945 Critical examination of the art forms and issues that identify the current post-modern phase of twentieth-century art. Past and current usages of the terms "modern" and "avant-garde" are explored in the context of contemporary modes of visual expression, art criticism, communications technology, and cultural pluralism. *Prerequisite:* two courses in art history and/or theory or permission of the instructor.
Staff

322 Painting in the United States Since 1900 Survey of twentieth-century painting. Course concentrates on two basic themes: the changing social role of painting as America's needs and self-image change, and the on-going eclectic process in which American painters extend and deepen their familiarity with world art. Fulfills distribution requirement in the arts.
Ms. Small

391, 392 Special Topics in Visual Arts Resources Management (1/2 credit) Provides practical experience and expertise in planning, installation, and presentation of visual materials for the educational and aesthetic benefit of the general public and academic community. Experiences include art historical research, contracts, and other legal requirements attached to the operations of an art gallery; marketing strategies, communications techniques, and design of exhibitions and associated publicity.
Staff

400 Seminar Advanced study of specific art history issues and problems, with particular focus on the revisionist art history of the last twenty to thirty years. Students revisit the content and theoretical approaches of previous courses in the context of the "new art history," as seen from the art historical dialogue. The theoretical literature of Feminist art history provides the framework for this re-examination. Approach varies according to the specific topic, but common denominators include a close examination and analysis of art objects and thorough investigation of their historical and social context. Students develop skills in advanced verbal and visual research, written and oral projects, and critiques *Prerequisites:* Minimum of three art history courses, at least one of which is a 300-level course, or permission of instructors.

Ms. Trevelyan, Ms. Small

STUDIO ART

Purpose of all studio courses is to sharpen the sense of sight; coordinate mind, hand, and eye; develop an ability to organize visual material; and to integrate the intuitive and rational into creative activity. Lectures accompany basic studio courses when necessary to relate theory and practice. The Lora Qually Hicks memorial fund, established by family and friends in honor of Lora Qually Hicks '71, provides funds for the purchase of works created by Gettysburg College students.

141 Introduction to Drawing Drawing from models and controlled studio problems. Intended to promote coordination of the hand and the eye to achieve a degree of technical mastery over a variety of drawing tools. Emphasis is placed on line quality, techniques of shading, negative-positive relationships, figure-ground relationships, form, structure, and an awareness of the total field. Offered fall semester only. *Prerequisite:* First-year students and sophomores only.
Staff

145 Basic Design (two dimensional) Introductory course to help students develop a capacity to think and work both conceptually and perceptually. Course provides a basic discipline with which to organize a variety of materials into structural and expressive form. *Prerequisite:* First-year students and sophomores only.
Mr. Agard

146 Basic Design (three dimensional) An introductory course extending the basic disciplines of 141 into the third dimension. Projects introduce materials such as clay, plaster, wood, and metal. Intent is to assist students in organizing three dimensional forms. *Prerequisite:* First-year students and sophomores only.
Mr. Paulson

251 Introduction to Painting Development of a series of paintings according to a thematic image. Assigned problems are designed to introduce a variety of conceptual, procedural, and experimental possibilities. *Prerequisite:* VAS 141 or permission of instructor. Recommended course: VAH 322.
Mr. Agard, Mr. Winship

252 Intermediate Painting Development of unique and experimental techniques, procedures, images, presentations, and textural applications. Series of paintings is developed. Alternative concepts and methodology are discussed.

Students are referred to works by artists who have related aesthetic interests. *Prerequisites:* VAS 141, 251, or permission of instructor.
Mr. Agard

255 Introductory Printmaking Creative process as conditioned and disciplined by intaglio techniques. Discussion of past and contemporary methods, and the study of original prints. *Prerequisites:* VAS 141 or permission of instructor.
Mr. Paulson

256 Printmaking Introductory course in experimental work, with a primary concentration on lithography, serigraphy, and cameo techniques. *Prerequisite:* VAS 141. Recommended course: VAS 145.
Mr. Paulson

261 Introductory Sculpture Introduction to fundamentals of three-dimensional forms and modes of expression involving creative problems in the organization of space, mass, volume, line, and color. Correlated lectures and demonstrations are used to acquaint students with those aspects of sculptural history and theory relevant to studio projects. Course is intended for both general students, and art majors. *Prerequisite:* VAS 146 or permission of instructor. Recommended course: VAS 335.
Mr. Paulson

262 Sculpture Program of studio projects (arranged by instructor and student) concerned with developing an individual approach to three-dimensional form, with concentration in directly fabricating techniques involving a series of experiments in spatial organization. *Prerequisites:* VAS 146 or permission of instructor, and VAS 261.
Mr. Paulson

263 Ceramics Introduction to earth (clay), the most basic of materials as a medium for personal three-dimensional expression. Material is approached in an intellectual and poetic sculptural application rather than a utilitarian one.
Mr. Shaw

265 Photography Introductory course with a concentration on camera usage, design theory, and darkroom techniques in the black-and-white creative process. Additional emphasis on origins, evolution, and relationship of the photographic image to contemporary materials and methods. *Prerequisite:* VAS 141, 145, or permission of instructor.
Mr. Blair

267 Special Topics in Studio Focus on materials, techniques, and compositional parameters not systematically covered in the regular curriculum. Topics are chosen by individual studio faculty members, are variable, and may include cast metal sculpture, welded sculpture, calligraphy, computer graphics, color photography, figurative drawing, watercolour painting, assemblages, installations and earthworks. Not offered every year.

Staff

341 Advanced Drawing Emphasis on individual concepts as developed in a series of interrelated drawing problems, materials, and techniques. *Prerequisites:* VAS 141 or permission of instructor, and VAS 142. Offered spring semester only.

Mr. Agard

351 Advanced Painting Emphasis on advanced painting concepts and the development of individual student concerns in a series. *Prerequisites:* VAS 141 or permission of instructor, and VAS 251, 252, VAH 322. Offered odd years only.

Mr. Agard

355 Advanced Printmaking Experimental printmaking concentrating on personal development of one method and exploration. *Prerequisites:* VAS 141 or permission of instructor, and VAS 255, 256.

Mr. Paulson

361 Advanced Sculpture Exploration of individual three-dimensional concerns, with concentration in one media and technique. *Prerequisites:* VAS 146 or permission of instructor, and VAS 261, 262.

Mr. Paulson

401 Senior Portfolio Creation of a cohesive, individualized body of work for inclusion in the Senior Show, accompanied by portfolio presentation and faculty review. Emphasis is placed on extending unique student interests and strengths in an exploration of media, imagery, and technique, which result in mature, high quality aesthetic conclusions. Students participate in all aspects of offering the public a provocative, thoughtful series of well-crafted work that is displayed professionally.

Staff

Individualized Study

Provides an opportunity for the well-qualified student to execute supervised projects in the area of his or her special interest, whether studio or history.

Staff

WOMEN'S STUDIES

Charlotte Armster and Temma Berg, Coordinators
Professor Richardson Viti
Associate Professors Gill, Potuchek, Powers, and Small

Overview

Women's Studies is governed by the Women's Studies Program Advisory Council. The members of this advisory council are drawn from faculty, administrators, staff, and students. Twenty-four faculty from sixteen departments and programs teach the core, cross-listed, and affiliated courses.

The objective of women's studies is to encourage students to analyze the roles, perspectives, and contributions of women. Through the examination of women's past history, present condition, and future possibilities, students come to understand gender as a cultural experience. In women's studies courses, students learn a number of methods for examining and strategies for modifying the conditions that affect all of our lives.

Women's studies emphasizes cross-cultural perspectives and analysis. Through an array of interdisciplinary courses and of courses that focus on gender within particular disciplines, women's studies seeks to integrate women and feminist scholarship into all levels of the curriculum.

Women's studies is interdisciplinary and therefore draws on courses in other disciplines. In order to help students design their majors and minors, we have developed the following categories: a core course centers on women and women's studies scholarship and has a WS designation only; a cross-listed course centers on women and women's studies scholarship and has a departmental designation; an affiliated course has a significant amount of women's studies content and has a departmental designation. Prospective majors and minors in women's studies are encouraged to discuss their plans with a Women's Studies faculty member as soon as possible in their academic careers. Women's studies students are strongly advised to take Women's Studies 120 in the first or second year of study and Women's Studies 400 in the senior year.

Requirements and Recommendations

Major Requirements: Ten courses are required for the major in women's studies, and all majors are required to take the following courses:

WS 120: Introduction to Women's Studies

WS 300: Feminist Theories

WS 320: Practicum in Feminist Theory and Collective Action

WS 400: Issues in Feminist Theory and Methods

In addition, students must take at least one core or cross-listed course above the 100 level that focuses in depth on the diversity of women's experiences or on the ways that gender intersects with other forms of inequality. Of the remaining five courses, at least one must be a core or cross-listed course in the social sciences and at least one must be a core or cross-listed course in the arts or humanities. No more than two affiliated courses may be counted toward the requirements for the major.

Students choosing a major in women's studies must combine it with a minor (or a second major) in an arts, humanities, science, or social science discipline.

Minor Requirements: Six courses are required. Minors are required to take Women's Studies 120, Women's Studies 300, and Women's Studies 400. One additional course must be from the list of core or cross-listed courses. The remaining two courses may be drawn from any of the following: (1) core courses, (2) cross-listed courses, (3) affiliated courses, and (4) approved courses of individualized study in Women's Studies.

Liberal Arts Core Requirements

Women Studies 216, 217, 219, 220, 221, and 251 satisfy the Liberal Arts Core requirement in humanities. Women's Studies 222 and 226 satisfy the Liberal Arts Core requirement in social science. Women Studies 219 and 226 satisfy the non-Western requirement.

CORE COURSES

120 Introduction to Women's Studies Study of perspectives, findings, and methodologies of new scholarship on women in various disciplines. Course introduces issues in feminist theory and examines the diversity of women's experiences, structural positions in societies, and collective efforts for change. Taught by an interdisciplinary team of instructors.

Staff

210 Special Topics in Women's Studies Study of a topic not normally covered in depth in the regular curriculum of the Women's Studies program. Offered irregularly.

Staff

216 Images of Women in Literature Examination of various ways women have been imagined in literature. Course looks at how and why images

of women and men and of their relationships to one another change, and at how these images affect us. Emphasis is on developing the critical power to imagine ourselves differently. Cross-listed with Eng 216.

Ms. Berg

217 Famous French Femmes Fatales Women today are attempting to demystify the feminine condition, for, as the late Simone de Beauvoir observed, the "mythe de la femme" is a male invention. Literary images of women have been a major focus of this investigation, and this course examines some famous French women, from the Princess of Cleves to Emma Bovary, and scrutinizes them from the perspective of feminist criticism.

Ms. Richardson Viti

219 Contemporary Women Writers: Cross-Cultural Perspectives Examination of novels and short stories by women authors from diverse socio-cultural backgrounds in the U.S. and the developing world. Particular attention is given to ways in which these writers represent universal aspects of women's experience. Course examines works written from 1970 to present.

Ms. Powers

220 The Pleasures of Looking: Women in Film

Course explores various images of women as constructed for the male and female spectator in both dominant and independent film. Traditional ways in which women have been represented in film are examined critically through the use of feminist theories. Course aims to examine how various feminist filmmakers challenge the traditional uses of the female voice in their own films. Films from other cultures than the U.S. are included.

Ms. Armster

221 Bridging the Borders: Latina and Latin American Women's Literature Study of selected works in English by Latin American women and Latina women from the U.S. Course explores both connective links and dividing lines of women's lives in the context of a common cultural heritage that has evolved into multiple variants as a result of geographical, historical, economic, ethnic, and racial factors.

Staff

222 Women's Movements in the United States

Study of women's activism and social movements organized primarily by women. Through the study of a broad range of women's activism, the

course places the development of U.S. feminism in its larger socio-historical context.

Staff

226 Feminism in Global Perspective Study of women's activism to improve their lives around the world. Course analyzes similarities and differences in the issues women activists address in different parts of the world, the theories they develop to analyze those issues, and the forms their activism takes. Course also considers the possibilities for a global women's movement and provides theoretical tools for analyzing modern feminisms in their global context.

Staff

251 Women and Nazism Examination of the effects of Nazism on women, primarily (but not exclusively) in Germany beginning in the 1920s and extending to postwar times. Course focuses on women's perspectives as exhibited in historical and literary documentation. Offered every other year.

Ms. Armster

300 Feminist Theories Exploration of various feminist theories about women—about their experiences, their representations, and their relative positions in diverse societies. Contemporary and earlier works are discussed in order to evaluate and synthesize multiple approaches to feminist issues. *Prerequisite:* Women's Studies 120.

Staff

320 Practicum in Feminist Theory and Collective Action Examination of the relationship between feminist theory and collective action to improve societal conditions for women. Course combines seminar meetings with student internships in community organizations. Readings from feminist theory of organizations, collective action, and social policy are used as a basis for analysis of students' internship experiences. *Prerequisites:* Women's Studies 120 and one other core or cross-listed women's studies course, or permission of instructor.

Staff

400 Issues in Feminist Theory and Methods Capstone course in women's studies. Course focuses on a variety of theories and methods in women's studies scholarship by examining a particular issue from a number of different feminist perspectives. Topic 1998–99: Women and Health: Body Politics. *Prerequisites:* Women's Studies 120, 300 and one additional core or cross-listed women's studies courses.

Staff

Cross-Listed Courses

(See appropriate departmental listings for descriptions of the following courses.)

CWES 347 Women in Public: Gender and Cultural Transformation in the United States, 1840–1900

Anthropology 228 Cross-Cultural Perspectives on Women, Sex Roles, and Gender

Economics 252 Gender Issues in Economics

English 323 British Women Writers, 1660–1800

English 334 Nineteenth-Century English Women Writers

English 349 Contemporary African American Women Writers

FYS 125 Witches of Salem

FYS 170 "Only a Husband Away": Women, Poverty, and Welfare

FYS 172 From Madame Marie Curie to Agent Dana Scully: The Role of Gender in Science and Technology

FYS 196 "You've Come a Long Way, Baby": Milestones in the Lives of American Women over the Past Century

History 209 Women's History Since 1500

History 245 Gender and the American Civil War

History 308 Women, Power, and Politics in Early Modern Europe

IDS 215 Contemporary French Women Writers

LAS 221 Undressing Frontiers: Transitions and Desires in Latin American Literature

Political Science 382 Feminist Theory in American Politics

Political Science 412 Women and the Political Economy of Development

Sociology 217 Gender Inequality

VAH 400 Seminar in Art History: Women in Art

Affiliated Courses

Classics 121 Survey of Greek Civilization

Classics 264 Ancient Tragedy

Classics 266 Ancient Comedy

English 333 Victorian Aesthetics

English 343 American Realism and Naturalism

FYS 193 Beauty, Body Image, and Identity in Cross-Cultural Perspective

Japanese 225 Japanese Women

Music 108 Women and Music

Political Science 406 Politics of Poverty

Sociology 206 Sociology of Family

Spanish 320 Lyric Poetry

VAH 227 Arts of the First Nations of North America: East and Plains

VAH 228 Arts of the First Nations of North America: North and West

Gettyburg College has a long tradition of recognizing students for outstanding scholarship and achievement. These awards, made possible by the generous gifts of alumni and friends, are presented at a Fall Honors Program in October or a Spring Honors Convocation in May. Grades earned in required courses in exercise sciences are not considered in computations for prizes or awards. Transfer students are eligible for prizes and awards.

ENDOWED ANNUAL PRIZES AND AWARDS

Betty M. Barnes Memorial Award in Biology:

Established by Dr. & Mrs. Rodger W. Baier, to be awarded to a senior with high academic ability preparing for a career in biology or medicine.

Baum Mathematical Prize: Created by Dr. Charles Baum (1874), to be given to the student showing the greatest proficiency in mathematics through his or her sophomore year.

John Edgar Baublitz Pi Lambda Sigma Awards:

Created by John Eberhardt Baublitz in honor of his father, John Edgar Baublitz '29, who was the first president of the Gamma Chapter of Pi Lambda Sigma. Awarded to a senior major in economics, a senior major in management, and a senior major in political science.

Anna Marie Budde Award: Established by Anna Marie Budde, instructor and assistant professor of voice, 1953–1972, to be given to the outstanding sophomore voice student.

Romeo M. Capozzi Athletic Training Room Award:

Created by Rose Ann Capozzi in memory of her late husband, Romeo M. Capozzi, to be given to the student who has demonstrated the greatest degree of proficiency in athletic training room techniques.

Oscar W. Carlson Memorial Award: Created by the family of Oscar W. Carlson '21, to be given to a senior who demonstrates excellent academic achievement through his or her junior year in three or more courses in the Department of Religion, including two courses above the 100-level.

John M. Colestock Student Leadership Award:

Created by family and friends, to be given to the senior whose optimism, enthusiasm, and strength of character have provided exceptional leadership in student affairs.

Malcolm R. Dougherty Mathematical Award:

Established by the Columbian Cutlery Company, Reading, Pennsylvania, in memory of Malcolm R. Dougherty '42, to be awarded to the student who had the highest average in mathematics during his or her first year of college and who is working to earn part of his or her college expenses.

Margaret E. Fisher Memorial Scholarship Award:

Created by Dr. Nelson F. Fisher '18 in memory of his mother, to be awarded to a student who excels in one or more major sports and who achieves the highest academic average among winners of varsity letters.

Lena S. Fortenbaugh Memorial Prize in German:

Established by the children of Lena S. Fortenbaugh (M.A. 1925) and Robert Fortenbaugh '13, professor of history at the College from 1923–1959. Awarded to a senior with outstanding achievement in the study of German language and culture.

Holly Gabriel Memorial Award: Established by friends and classmates of Holly Gabriel '78, to be awarded to a senior sociology major who demonstrates superior academic achievement, concern for the welfare of others, and the intent to continue this service beyond graduation.

Samuel Garver Greek Prize: Created by the Rev. Austin S. Garver (1869) in memory of his father, to be awarded to the student who has made the greatest progress in Greek during the first year of college.

Samuel Garver Latin Prize: Created by the Rev. Austin S. Garver (1869) in memory of his father, to be awarded to the student who has made the greatest progress in Latin during the first year of college.

Graeff English Prize: Established in 1866, to be awarded to a senior who demonstrates outstanding achievement in English.

David H. Greenlaw Memorial Prize: Created by Mr. and Mrs. Ralph W. Greenlaw in memory of their son, David H. Greenlaw '66, to be awarded to the student who has offered exceptional contributions to the College's theatre program.

Edwin T. Greninger Award in History: Established by Edwin T. Greninger '41, to be awarded on the basis of the quality of a student's paper written for any of the courses in the Department of History.

John Alfred Hamme Awards: Two awards, established by John Alfred Hamme '18, to be given to the two juniors who have demonstrated in the highest degree the qualities of loyalty, kindness, courtesy, true democracy, and leadership.

Dr. Carl Arnold Hanson, President Emeritus, Leadership Award: Created by his wife, Anne Keet Hanson, friends and alumni, in honor of Dr. Carl Arnold Hanson, President of Gettysburg College from 1961-1977. Awarded to a student who has achieved at least a 3.0 average in his or her major through the middle of the junior year and has demonstrated significant leadership abilities in one or more areas of college life.

Henry W. A. Hanson Scholarship Foundation Award: Created by College alumni in honor of Henry W. A. Hanson and in recognition of his leadership of and distinguished service to Gettysburg College and to the cause of education in the Lutheran Church and the nation. Awarded to a senior who plans to enter graduate school in preparation for college teaching.

Harry C. and Catherine Noffsinger Hartzell Award: Created by James Hamilton Hartzell '24 in memory of his parents, to be awarded to the outstanding junior student in the Department of Sociology and Anthropology.

James Boyd Hartzell Memorial Award: Established by James Hamilton Hartzell '24 and his wife, Lucretia Irvine Boyd Hartzell, to be awarded to a junior student majoring in economics or in management for outstanding scholarship and promise in these fields.

James Hamilton and Lucretia Irvine Boyd Hartzell Award: Created by James Hamilton Hartzell '24 and his wife, to be awarded to a sophomore student for outstanding scholarship and promise in the field of history.

Mildred H. Hartzell Prize: Created by Mildred H. Hartzell '26, to be awarded to a student who shows high quality in more than scholarship; preference is given to a member of Alpha Phi Omega, the national service fraternity, or other organizations that may reflect similar quality and ideals.

Hassler Latin Prize: Established by Charles W. Hassler, to be awarded to the best Latin student in the junior class.

John A. Hauser Meritorious Prize in Business: Created by the family of John A. Hauser, to be awarded to an outstanding management major who has achieved excellence in both academic studies and campus leadership, while demonstrating good character and concern for high moral standards.

Grace C. Kenney Award: Created to honor Grace C. Kenney, an educator for 39 years at Gettysburg College, to be given to a junior or senior. First preference is given to a student who has participated in health and exercise sciences studies, intramural and athletic programs, and has demonstrated the highest academic accomplishments and leadership skills.

Rev. George N. Lauffer (1899) and M. Naomi Lauffer (1898) Scholarship Award: Given each year to a junior who has maintained high scholarship and who evidences outstanding ability and character. It is understood that the recipient will complete the senior year at Gettysburg College.

J. Andrew Marsh Memorial Awards: Awarded each year to the sophomore and junior students of Gettysburg College who best exemplify the "whole person" concept through positive attitude, exceptional spirit, high standards, and notable achievement, both curricular and extracurricular.

Miller First Year Student Prize in Physics: Created by alumni and friends in memory of George R. Miller '19, to be awarded to a sophomore for outstanding performance in physics as a first-year student.

Miller Senior Prize in Physics: Created by alumni and friends in memory of George R. Miller '19, to be awarded to a senior for sustained outstanding performance in physics.

Franklin Moore Award: Established by friends of Mr. Moore, to be given to the senior who, during his or her undergraduate years, has shown the highest degree of good citizenship and, by character, industry, enterprise, initiative, and activities, has contributed the most toward campus morale and the prestige of the College.

Samuel A. Mudd Psychology Award: Established by Paul M. Muchinsky '69 in honor of Samuel A. Mudd '57, professor of psychology, emeritus. Award is presented to a graduating senior psychology major who has demonstrated a high level of personal integrity and outstanding scholarship.

Muhlenberg First Year Student Prize: Created by Dr. Frederick A. Muhlenberg (1836), to be awarded to the first-year student taking Greek or Latin who attains the highest general quality point average.

Muhlenberg Goodwill Prize: Awarded to a senior "for growth during formative years at Gettysburg College in awareness of personal responsibility for the welfare of all peoples; for a degree of achievement in same during College years and in the hope of future accomplishment for betterment of Community, State and Nation."

William F. Muhlenberg Award: Awarded to two juniors on the basis of character, scholarship, and proficiency in campus activities.

J. Rogers Musselman Award: Established by Peter R. Musselman in memory of his father, J. Rogers Musselman, to be awarded to a student majoring in mathematics who is proficient in the study of mathematics during his or her third year of enrollment.

Nicholas Bible Prize: Created by the Rev. Dr. J.C. Nicholas (1894), to be awarded to the senior who has done the best work in advanced courses in religion.

Clair B. and Mary E. Noerr Memorial Award: Established by Constance (Noerr) Baker '58 in memory of her father and mother, to be awarded to a senior on the basis of proficiency in athletics, scholarship, and character.

Dr. John W. Ostrom Composition Awards: Established by Dr. John W. Ostrom '26, to be awarded to the student who achieves excellence and demonstrates the greatest improvement in first-year composition (English 101) and to the student who achieves excellence and demonstrates the greatest improvement in advanced composition (English 201).

Dr. John W. Ostrom English Award: Created by Dr. John W. Ostrom '26, to be awarded to the student who has written the best expository essay for an upper level English course.

Vivian Wickey Otto Christian Service Award: Created by Vivian Wickey Otto '46 through the Woman's General League of Gettysburg College, to be given to a student at the end of his or her junior year who plans to enter full-time Christian service work.

Keith Pappas Memorial Award: Given as a memorial to Keith Pappas '74, an honors graduate who made an extraordinary contribution to the life of this College and its people. Awarded to a current student who most significantly affects the College community through the quality of his or her participation in its functions and whose divergent contributions give form to what is called Gettysburg College.

Jeffrey Pierce Memorial Award: Established in honor of Jeffrey Pierce '71, to be awarded to a senior who has reached the highest level of achievement in the field of history.

Martha Ellen Sachs Prize: Created by John E. Haas in memory of his aunt, a lecturer at the College, to be awarded to a student exhibiting excellence in English composition, with consideration given to improvement made during the year.

Captain Michael D. Scotton (1982) Award: Established by David R. and Sally R. Scotton, parents of Michael D. Scotton, to be awarded to a junior who demonstrates a high degree of extracurricular activity and diligence to his or her academic work.

Senior Scholarship Prize: Established by the Class of 1996 and Mr. Robert Stockberger '33, to be presented annually to two rising seniors who best exemplify Gettysburg College through academics and service to the campus community. The Senior Scholarship Prize Fund is augmented with future senior class gifts.

Stine Chemistry Prize: Created by Dr. Charles M. A. Stine '01, to be awarded to a senior chemistry major on the basis of grades in chemistry, laboratory technique, personality, general improvement in four years, and proficiency in chemistry at the time of selection.

Earl Kresge Stock Writing Prizes: Established by Earl Kresge Stock '19, to be awarded to the three students who write the classroom papers judged best in the areas of the humanities, the sciences, and the social sciences.

Samuel P. Weaver Scholarship Foundation Prizes: Established by Samuel P. Weaver '04, to be awarded to the two students writing the best essays on an assigned topic in the field of constitutional law and government.

Earl E. Ziegler Junior Mathematics Award: Created by Phi Delta Theta alumni, to be given in honor of Earl E. Ziegler, associate professor of mathematics at Gettysburg College from 1935-1968. Awarded to the mathematics major who has the highest average in mathematics through the junior year.

Earl E. Ziegler Senior Mathematics Award: Created by Earl E. Ziegler, associate professor of mathematics at Gettysburg College from 1935-1968, to be awarded to the mathematics major who has achieved the highest average in mathematics through the senior year.

Edwin and Leander M. Zimmerman Senior Prize: Awarded to the senior whose character, influence on students, and scholarship have contributed most to the welfare of the College.

John B. Zinn Chemistry Research Award: Created by Frances and John Zinn in honor of John B. Zinn '09, who was professor of chemistry at the College from 1924-1959. Awarded to the senior making the greatest contributions in his or her own research in chemistry and to the research activities of the Department of Chemistry.

UNENDOWED ANNUAL PRIZES AND AWARDS

Award for Excellence in Theory and Practice in Women's Studies: Given to a senior in recognition of outstanding achievement in the study of feminist theory and in social service on behalf of women and children.

Charles W. Beachem Athletic Award: Created in memory of Charles W. Beachem '25, the first alumni secretary of the College, to be awarded to a senior on the basis of character, scholarship, and athletic achievement.

C. E. Bilheimer Award: Given to the senior major in health and exercise sciences with the highest academic average.

Esther Brandt Chemistry or Biology Award: Created by Mr. and Mrs. Walter Brandt and Ms. Loel Rosenberry in honor of Esther Brandt, to be given to a junior or senior who has demonstrated academic excellence through the highest grade point average in the declared major of chemistry or biology.

Archie and Flo Butler English Award: Created by Mr. and Mrs. Walter Brandt and Ms. Loel Rosenberry in honor of Archie and Flo Butler, to be given to a junior or senior with a declared English major who has demonstrated academic excellence through the highest grade point average in English.

Anna Julia Cooper, Cheikh Anta-Diop, W.E.B. DuBois Award for Academic Excellence in African American Studies: A major African American Studies book (signed by the author), a commemorative plaque, and an explicatory document are awarded to the best African American Studies minor. Award is based on a combination of significant scholarship, at least a 3.1 average in African American Studies, and service to the college community and the larger community.

Chan L. Coulter Philosophy Award: Established by the Department of Philosophy in honor of Chan L. Coulter, Professor of Philosophy from 1958-1995, to be presented to a student whose achievements in philosophy display excellence and creativity and exemplify the spirit of inquiry so essential to the examined life.

Delta Phi Alpha Prize: Awarded to the outstanding student for the year in the Department of German.

Anthony di Palma Memorial Award: Established by the family of Anthony di Palma '56, to be awarded to the junior having the highest marks in history. Other things being equal, preference is given to a member of Sigma Chi fraternity.

Dwight D. Eisenhower Society/R. M. Hoffman Family Memorial Prize in Economics: Created by the R. M. Hoffman Family Memorial Trust through the Dwight D. Eisenhower Society in memory of Gettysburg businessman R. M. Hoffman. Awarded to the student writing the best quantitative paper or project (with public policy implications) in economics.

Dwight D. Eisenhower Society/R. M. Hoffman Family Memorial Prize in Management: Created by the R. M. Hoffman Family Memorial Trust through the Dwight D. Eisenhower Society in memory of Gettysburg businessman R. M. Hoffman. Awarded to an outstanding senior in the management department.

Julius Eno Physics Prize: Created by Julius Eno Jr., to be awarded to the outstanding junior majoring in physics.

French Cultural Counselor's Award: Established by the cultural counselor of the French Embassy, to be awarded to a senior for outstanding achievement in French.

Gettysburg College Award in Athletics: Awarded to a student who excels in one or more major sports and who achieves the highest academic average among winners of varsity letters.

Gettysburg College Award in History: Awarded to the senior who has reached a high level of achievement in the field of history.

Gettysburg College Senior Prize: Awarded to a senior who exemplifies commitment to community and concern for the welfare of others during the student's years at Gettysburg College and who shows promise of future accomplishment in support of community, state, and nation.

Gettysburg College Student Leadership Award: Awarded to a senior whose enthusiasm, energy, and contributions in student affairs demonstrated outstanding leadership.

Frank H. Kramer Award: Given by the Department of Education, in memory of a former professor of education, to a senior for the excellence of his or her work in the department.

Maria Leonard Senior Book Award: Created by the Gettysburg Chapter of Alpha Lambda Delta, the national academic honorary society for first-year students. Awarded to the graduating Alpha Lambda Delta member who has the highest grade point average through the first semester of the senior year.

Toni Morrison-Wole Soyinka African American Studies Essay Award: A monetary gift, a major African American Studies book (signed by the author), a commemorative plaque, and an explicatory document are awarded for the best essay written in an African American Studies class during the preceding year by a junior, sophomore, or first-year student.

Psi Chi Junior Award: Awarded to a senior psychology major who has displayed outstanding potential and initiative throughout his or her junior year.

Emile O. Schmidt Award: Established by students, friends, audience members, and colleagues of Emile Schmidt, Professor of English and Theatre at Gettysburg College since 1962. Award is presented each year to a theatre student for scholarly excellence and distinguished service to the Gettysburg College theatre program, as well as professional promise.

Sigma Alpha Iota College Honor Award: Created by Sigma Alpha Iota, an international music fraternity, to be awarded to a student in the local chapter who has exemplified the highest musical, scholastic, and ethical standards, whatever the class standing.

Sigma Alpha Iota Honor Certificate: Awarded to the graduating senior who holds the highest academic average among music majors.

Dr. George W. Stoner Award: Awarded to a worthy senior accepted by a recognized medical college.

Student Life Council Award: Awarded to a student in recognition of the quiet influence he or she has exerted for the improvement of the campus community.

Superior Scholarship in Computer Science: Awarded to an outstanding computer science major at the discretion of the faculty.

Wall Street Journal Student Achievement Award: Awarded to a senior in the Department of Economics who has shown outstanding academic achievement in the study of finance and economics.

Women's Studies Service Award: An award for excellence in Women's Studies, given to a senior for outstanding service exemplifying feminist ideals.

Marion Zulauf Poetry Prize: Established at The Academy of American Poets by Sander Zulauf '68 in memory of his mother, to be awarded to the student who writes the winning entry in a poetry contest sponsored by the Department of English.

ENDOWED SCHOLARSHIPS (GRANTS-IN-AID)

Student Aid

All students who apply for financial assistance and are determined to have financial need will be considered for these scholarships (grants-in-aid). Recipients are selected by the College.

Though the College administers scholarships restricted to members of a particular sex, the discriminating effect of these awards has been eliminated in the overall administration of the financial aid program through use of other funds made available by the College.

George H. (1949) and Janet L. Allamong Scholarship Fund: Established by George H. Allamong and Janet L. Allamong, to be awarded to one or more worthy and promising students.

Frederic S. Almy, Sr. Scholarship Fund: Created by the son of Mr Almy, in memory of "a man who did not have the opportunity to attend college," to be awarded to a deserving and financially needy student.

Ruth C. Apple Scholarship Fund: Established by members of the Apple family of Sunbury, Pennsylvania, to honor their mother. To be awarded to promising but needy students, with a preference to those from Snyder, Union, or Northumberland Counties in Pennsylvania, especially those with skills and aspirations in the performing arts.

Nelson P. Arigo '43 Scholarship Fund: Established by Henrietta Arigo in memory of her husband, Nelson P. Arigo.

Dean B. Arnold, Class of 1929 Endowed Scholarship: Awarded to one or more worthy and promising students in need of scholarship funds.

Dean B. Arnold Scholarship Fund: Established by Dean B. Arnold '29, to be awarded to a highly qualified scholar involved in extracurricular activities, with emphasis on academic excellence.

Richard A. Arms Scholarship Fund: Created by the Class of 1924 in memory of the chair of the mathematics department (1920–1963), to be awarded to a worthy student.

Gertrude and Albert Bachman and Albert E. Bachman '58 Endowed Scholarship: Awarded to one or more worthy and promising students, with preference given to students majoring in French, music (B.A.) or psychology.

Dr. Joseph B. Baker (1901) and Rena L. Baker Scholarship Fund: Established by the Woman's General League of Gettysburg College for a needy and deserving student in the music department.

William Balthaser (1925) Scholarship Fund: Created from a bequest by William Balthaser, to be awarded to needy and promising students.

The William K. Bane '38 Scholarship: Created by Walter A. Dubovick '38 in memory of his friend and classmate killed in WWII. Awarded to a first-year student and continued up to four years, if the recipient maintains a satisfactory grade point average. The scholarship can also be awarded to a sophomore, junior or senior.

Dr. Ray Alfred Barnard (1915) Scholarship Fund: Established by Dr. Barnard, to be awarded to a male student from the Central Pennsylvania Synod who is preparing for the Lutheran ministry.

Rev. Sydney E. Bateman (1887) Scholarship Fund: Awarded to a needy ministerial student.

The Milton T. and Catherine K. Becker Family Endowed Scholarship Fund: Established in appreciation of the education of their son, Donald T. Becker '67, and grandchildren, Richard T. Becker '97 and Jasmin Becker '91, to be awarded to one or more worthy and promising students in need of scholarship funds.

Admiral William W. Behrens, Jr. Scholarship Fund: Established by the family of Admiral William W. Behrens (Hon'74), to be awarded to one or more worthy and promising students entering the final year of undergraduate study and preparing for a career in public service.

Henry S. Belber, II Scholarship Fund: Awarded to a first-year student and may be continued up to four years; preference is given to individuals who engage in extracurricular activities.

Belt Hess-Quay Scholarship Fund: Created by Effie E. Hess Belt (1898) in commemoration of several relatives. First preference is given to a member of Grace Lutheran Church, Westminster, Maryland; second preference to any other resident of Carroll County, Maryland who is pursuing theological studies at the College; and third preference is given to any deserving student.

Helen A. Giles and James B. Bender Scholarship Fund: Awarded on the basis of need and ability; preference is given to residents of Adams County, Pennsylvania, majoring in economics and/or management.

Jesse E. Benner (1907) and Minerva B. Benner Scholarship Fund: Awarded to worthy students, preferably preministerial students.

Burton F. Blough Scholarship Fund: Established by a former trustee to aid needy and deserving students.

Jean Aument Bonebrake Presidential Scholarship Fund: Established by Roy Bonebrake (1928) in memory of his wife, to be awarded to promising and worthy students in need of scholarship aid; preference is given to students who possess exceptional academic abilities and outstanding promise.

Harry F. Borleis (1925) Scholarship Fund: Awarded to needy and deserving students.

Charles E. Bowman (1925) Scholarship Trust Fund: Awarded to needy and deserving students.

Elsie Paul Boyle (1912) Scholarship Fund: Established by Elsie Paul Boyle, to be awarded to a needy and worthy student, with preference given to a Lutheran from Weatherly, located in Carbon County, Pennsylvania.

Henry T. Bream (1924) Scholarship Fund: Created by alumni and friends of the College in honor of Henry T. Bream, professor of health and physical education, 1926–1969, to be awarded to a needy and deserving male scholar-athlete.

James H. (1960) and Mary Jane (1960) Brenneman Endowed Scholarship Fund: Established by James H. Brenneman, former member of the Board of the Trustees of the College, and his wife, Mary Jane, in honor of their daughter Kathleen (1984), and son Stephen (1987), to be awarded annually to needy and deserving students.

Lavern H. Brenneman (1936) Scholarship Fund: Established by Lavern H. Brenneman (1936), former chair of the Board of Trustees of the College, and his wife, Miriam, in honor of their son, James (1960); daughter-in-law, Mary Jane (1960); granddaughter, Kathleen (1984); and grandson, Stephen (1987). Awarded annually to needy and deserving students.

Randall Sammis Brush (1973) Memorial Scholarship Fund: Created by family and friends in memory of Randall Sammis Brush, to be awarded to a needy and deserving student particularly proficient in the study of history.

Edward B. Buller (1923) Scholarship Fund: Created by the Lutheran Church of the Good Shepherd, Pearl River, New York, and friends in honor of the Rev. Edward B. Buller, to be awarded to a deserving student; preference is given to a student from Good Shepherd congregation.

H. Edgar (1924) and M. Helene Bush Scholarship: Awarded to deserving persons in need.

The William A. and Anne D. Cannell Endowed Scholarship: Awarded to one or more worthy and promising students.

Dr. Anthony G. Ciavarelli (1913) Scholarship Fund: Established by Dr. Anthony G. Ciavarelli, to be awarded annually to a student (or students) who demonstrates superior character, industry, serious academic purpose, and financial need. Preference is given to a student preparing for the medical profession.

Class of 1903, George S. Rentz Memorial Fund: Created to support the College scholarship program.

Numerous classes have established scholarships to be awarded to a needy and deserving student. They are:

Class of 1913 Scholarship Fund

Class of 1915 Scholarship Fund

Class of 1916 Scholarship Fund

Class of 1917 Schmucker-Breidenbaugh Memorial Scholarship Fund

Class of 1918 Scholarship Fund

Class of 1920 Scholarship Fund

Class of 1921 Scholarship Fund

Class of 1925 Scholarship Fund

Class of 1927 Scholarship Fund

Class of 1933 Scholarship Fund: Preference is given to students who, beyond academic and personal qualifications, are descendants of members of the Class of 1933.

Class of 1934 Scholarship Fund

Class of 1936 Scholarship Fund

Class of 1937 Scholarship Fund: Preference is given to students who intend to enter a field of service focused on developing greater understanding between our nation and other parts of the world and majoring in political science, economics, or history.

Class of 1938 Scholarship Fund

Class of 1939 Scholarship Fund: Established in honor of past President Dr. Henry W. A. Hanson and former Dean Dr. Wilbur E. Tilberg.

Class of 1943 Scholarship Fund

Class of 1944 Scholarship Fund: Dedicated to classmates who lost their lives in World War II.

Class of 1945 Scholarship Fund

Class of 1949 Scholarship Fund: Established with contributions to the College in celebration of their 50th reunion in 1999.

Class of 1971 Scholarship Fund: Preference is given to students who exemplify the qualities of sincere scholarship, extracurricular interests, and commitment to community service.

Class of 1974 Scholarship Fund: Awarded to one or more worthy and promising students.

Class of 1993 Scholarship Fund: Preference is given to a student from the Gettysburg area.

Class of 1994 Scholarship Fund: Established as a tribute to the life of Paul Leary, a classmate killed in the summer of 1993. Awarded to a current student who demonstrates financial need and self-initiative in meeting that need by working, preferably in a work-study program.

Class of 1995 Scholarship Fund: Preference is given to students participating in service-learning projects.

The Christopher J. Clifford '98 Scholarship Fund: Established by Mr. and Mrs. Joseph P. Clifford in loving memory of Christopher J. Clifford '98. Awarded to worthy and promising students, with preference to qualified students from northeastern Pennsylvania.

Bill Cosby Scholarship: Established by the Trustees of Gettysburg College to honor Dr. Bill Cosby, the 1997 Gettysburg College Commencement speaker. Awarded with preference to students from the greater Philadelphia area or those with a particular interest in becoming teachers.

Ernst M. and Agnes H. Cronlund Memorial Scholarship Fund: Established in memory of Ernst Magnus and Agnes Hoffsten Cronlund by their children Ernest and Shirley, Eleanor, Martin '29 and Rebecca, Raymond '33 and Lillian. Awarded to needy and promising students.

William C. and Helen H. Darrah Scholarship Fund: Established by the Department of Biology in honor of William C. and Helen H. Darrah, to be awarded to a promising student majoring in biology.

Frank L. Daugherty (1922) Scholarship: Established by Frank L. Daugherty, to be awarded to a deserving York County resident who would otherwise be unable to attend Gettysburg College. Recipient is selected by the College.

The Kermit H. (1932) and Mary B. Deardorff Endowed Scholarship Fund: Awarded to one or more promising students in need of scholarship funds. First preference is given to students from Adams County, PA.

Anita Conner Derry and Thomas James Faulkner Memorial Scholarship Fund: Created by Ellis Derry '39 and Peggy Derry, to be awarded to one or more worthy and promising students. First preference is given to the family or descendants of Anita Conner Derry or Thomas James Faulkner, then to students majoring in mathematics, computer science, or physical sciences.

W. K. Diehl (1886) Scholarship Fund: Created by Norman E. Diehl in memory of his father, W. K. Diehl, D.D., to be awarded to needy and deserving students.

Daniel G. Ebbert Family Scholarship Fund: Awarded to a first-year student, and may be continued up to four years.

Chris Ebert (1965) Memorial Fund: Established in memory of Chris Ebert by his father and mother. Awarded annually to a needy student. First preference is given to a student pursuing a career in teaching or majoring in mathematics, and/or participating in intercollegiate wrestling; second preference is given to a student studying for the ministry.

Charles L. "Dutch" Eby (1933) Scholarship Fund: Established by the family and friends of Charles L. Eby, to be awarded to needy students. Preference is given to students who, beyond academic and personal qualifications, are residents of south-central Pennsylvania and have demonstrated leadership ability through active participation and excellent performance in extracurricular activities.

Ehrhart Family Scholarship Fund: Established by Kenneth W. Ehrhart '46 in memory of his father, Rev. Kenneth Ehrhart '25 and in honor of those members of the Ehrhart family who attended Gettysburg College, Rev. Carl Ehrhart '47, Rev. Richard Ehrhart '46, Sidney Ehrhart '50, and David Ehrhart '62. Awarded to one or more worthy and promising students.

Jacob C. Eisenhart and Rosa Bott Eisenhart Scholarship Fund: Established by the J. C. Eisenhart Wall Paper Company, to be awarded to a deserving Lutheran preministerial student.

Dwight D. Eisenhower Scholarship Fund: Established by the Eisenhower Society in honor of the thirty-fourth President of the United States, a former resident of the community of Gettysburg and a friend and trustee of the College. Awarded to needy students who exemplify superior qualities of honesty, integrity, and leadership. Additional monies have been contributed to the fund through the R. M. Hoffman Memorial Scholarship Fund.

Eisenhower Leadership Scholarship Fund: Awarded to class valedictorians and salutatorians, presidents of the student council, and other leaders.

Clarence A. Eyler (1880) and Myrtle B. Eyler Scholarship Fund: Awarded to a worthy Lutheran preministerial student.

Annie C. Felty Scholarship Fund: Awarded to a needy and deserving student.

Alan S. Fischer (1929) Scholarship Fund: Established by Marian Fischer Hammer '30 and Robert H. Fischer '39 in honor of their brother, to be awarded to one or more worthy and promising students; preference is given to mathematics or computer science majors.

H. Keith Fischer Scholarship Fund: Awarded to one or more worthy and promising students; preference is given to premedical students or to social or natural sciences or mathematics majors.

H. Keith and Dorothy S. Fischer Scholarship Fund: Awarded to a first-year student, and may be continued up to four years. Preference is given to premedical students or students majoring in natural science.

Wilbur H. Fleck (1902) Memorial Scholarship Fund: Awarded to a graduate cum laude of the Protestant faith of the Wyoming Seminary.

Fourjay Foundation Scholarship Fund: Awarded to declared management majors or to students who express a high degree of interest in management or related fields and demonstrate academic excellence, leadership, and need.

Donald D. Freedman, M.D. (1944) and Richard S. Freedman, D.V.M. (1973) Scholarship Fund: Awarded to a junior or senior, with preference given to students pursuing the study of medicine, dentistry, or veterinary medicine and participating in varsity athletics.

David Garbacz (1964) Scholarship Fund: Established by Gerald G. Garbacz and his family, to be awarded to students who, beyond academic and personal qualifications, pursue a major in economics.

Dr. Daniel F. Garland (1888) Scholarship Fund: Awarded to a deserving ministerial student.

Richard W. Gaver (1966) Memorial Scholarship Fund: Created by Dr. and Mrs. Leo J. Gaver in memory of their son, to be awarded to a worthy student. Preference is given to a premedical student.

Gettysburg College Alumni Association Scholarship Fund: Formerly the Gettysburg College Alumni Loan Program of 1933. The Gettysburg College Alumni Association Scholarship Fund was established in 1984. Awarded annually; preference is given to sons or daughters of alumni in accordance with criteria established by Gettysburg College.

Lorna Gibb Scholarship Fund: Established by the Gibb Foundation in memory of the Foundation's founder, to be awarded to needy students who have demonstrated good academic ability, as well as a willingness to contribute to the Gettysburg College campus community in other ways.

Millard E. Gladfelter (1925) Scholarship Fund: Established by Millard E. Gladfelter, to be awarded to first-year students and may be continued up to four years; preference is given to students from York County, Pennsylvania.

William L. and Philip H. Gladfelter Memorial Scholarship: Established by Elizabeth G. Rosenmiller, to be awarded to a first-year student. May be continued up to four years.

Dr. and Mrs. James E. Glenn Scholarship Fund: Created by J. Donald Glenn '23 in memory of his parents, to be awarded to a worthy student preparing for the Christian ministry or the medical profession.

Gordon-Davis Linen Supply Company Scholarship Fund: Awarded to a deserving student.

Windom Cook Gramley (1904) Scholarship Fund: Established by Theresa M. Gramley in memory of Windom Cook Gramley, to be awarded to a worthy and promising student.

Grand Army of the Republic Living Memorial Scholarship Fund: Created by the Daughters of Union Veterans, to be awarded to a needy and deserving student, preferably the descendant of a Union veteran.

Dr. H. Leonard Green Scholarship Fund: Established by the family and friends of Dr. H. Leonard Green, to be awarded to worthy and promising students. Preference is given to students majoring in religion or philosophy.

Iida E. Grover Scholarship Fund: Awarded to a needy and deserving student.

Merle B. and Mary M. Hafer Scholarship Fund: Established by Merle B. Hafer, to be awarded to a deserving student, preferably one preparing for the Christian ministry.

John Alfred Hamme (1918) Scholarship Fund: Awarded to a deserving student.

Marie H. Harshman Scholarship Fund: Created by Marie H. Harshman, to be awarded to a Lutheran student preparing for the ministry. Preference is given to a student who intends to enroll at the Gettysburg Lutheran Seminary.

Henry M. Hartman Jr. (1938) and Audrey Harrison Hartman (1940) Scholarship Fund: Established by Henry M. Hartman Jr. as a memorial in honor of Audrey Harrison Hartman, to be awarded to a student majoring in chemistry or biochemistry.

Hartranft-Dean Scholarship Fund: Established by Mary Alice Hartranft-Dean, to be awarded to one or more worthy and promising students.

Adam and Martha Hazlett Scholarship Fund: Established by Mrs. Adam J. Hazlett, to be awarded to one or more worthy and promising students.

Robert W. Hemperly (1947) Memorial Scholarship Fund: Established in memory of Dr. Hemperly by Mr. and Mrs. G. M. Easley. Awarded to one or more needy students of high academic ability and outstanding personal qualifications; preference is given to a student preparing for a career in medicine or dentistry.

Milton S. Hershey Scholarship Fund: Established by A. John Gabig (1957). Awarded to one or more students who are graduates of Milton Hershey School or Hershey High School, Hershey, PA, who show financial need and demonstrate good character and leadership qualities.

Harvey A. Hesser (1923) and Dorothy M. Hesser Scholarship Fund: Awarded to a needy and worthy student.

Hicks Utterback Family Scholarship Fund: Established by Harry K. and Phyllis H. Utterback, to be awarded to a first-year student and may be continued up to four years.

Rev. Clinton F. Hildebrand Jr. (1920) and Mrs. Clinton F. Hildebrand Jr. Scholarship Fund: Awarded to aid worthy preministerial students.

Edgar L. Hildebrand (1928) Scholarship Fund: Established by Louis O. Hildebrand as a memorial to his son Edgar L. Hildebrand, to be awarded to worthy students.

Pearl Hodgson Scholarship Fund: Established by the Woman's League of Gettysburg College in honor of Pearl Hodgson, to be awarded annually to needy and deserving students.

Dean W. Hollabaugh Scholarship: Awarded to one or more students who merit financial assistance.

Houtz Family Scholarship Fund: Established by Kenneth H. Houtz, to be awarded to a first-year student intending to major in the sciences; may be continued up to four years.

Arthur D. Hunger Sr., M.D. (1910) Scholarship Fund: Established by Arthur D. Hunger Jr. '39 and Josephine T. Hunger '40 in honor of Arthur D. Hunger Sr. Awarded to a junior or senior who demonstrates academic excellence and leadership and who is studying for a medical, dental, veterinary, or biological research profession.

The Jaeger Family Scholarship: Established by John F. Jaeger '65, to be awarded to one or more promising students in need of scholarship funds.

Dr. and Mrs. Leslie M. Kauffman Scholarship Fund: Created by Dr. Leslie M. (1890) and Nellie G. Kauffman, to be awarded to a deserving student. Preference is given to students from Franklin County, Pennsylvania, or preministerial or premedical students.

Spurgeon M. Keeny and Norman S. Wolf Scholarship Fund: Established by Dr. Spurgeon M. Keeny '14 and his son, Spurgeon M. Keeny Jr., in honor of the Reverend Norman S. Wolf. Awarded to one or more worthy students.

Hon. Hiram H. Keller (1901) Scholarship Fund: Created by Mr. Keller, a former trustee, to be awarded to needy and worthy students. Preference is given to students from Bucks County, Pennsylvania.

Alvin Ray Kirschner Scholarship Fund: Established by Mr. and Mrs. C. J. Kirschner in memory of their son, who lost his life in World War I. Awarded to two students; preference is given to applicants from Hazleton, Pennsylvania, and vicinity.

Klette Scholarship Fund: Established by Dr. Immanuel Klette '39 and friends in honor of Mrs. Margaret Klette, to be awarded to a student (or students) whose activities evidence an innovative accomplishment and potential in the promotion of human betterment.

Kathleen M. and Samuel W. Knisely (1947) Scholarship Fund: Established by Dr. and Mrs. Samuel W. Knisely, to be awarded to students majoring in, or intending to major in, biology or chemistry who show promise for contributions to their chosen field of study.

Rev. Frederick R. Knubel (1918) Memorial Scholarship Fund: Created by John McCullough '18 in memory of his classmate, to be awarded to an outstanding senior ministerial student with financial need.

Charles L. Kopp (1909) Scholarship Fund: Created by Grace Shatzer Kopp, to be awarded to one or more worthy and promising students majoring in the humanities.

Bernard S. Lawyer (1912) Scholarship Fund: Awarded to needy and deserving students. First preference is given to members or former members of St. Mary's Evangelical Lutheran Church, Silver Run, Maryland; second preference is given to members or former members of Evangelical Lutheran Churches in Maryland and Pennsylvania.

Clarence Gordon and Elfie Leatherman Scholarship Fund: Established by the Leathermans, to be awarded to a deserving preministerial student.

Rev. H. J. H. Lemcke (1860) Memorial Scholarship Fund: Established by Ruth Evangeline Lemcke in memory of her father, to be awarded to worthy male students who are graduates of Pennsylvania secondary schools.

Bruce and Lynda Limpert Endowed Scholarship: Awarded to one or more worthy and promising students.

Rev. Justus H. Liesmann (1930) and Mardelle Tipton Liesmann (1932) Scholarship Fund: Established by Mrs. Mardelle Liesmann, to be awarded to a first-year student and may be continued up to four years.

Frank M. Long (1936) Memorial Scholarship Fund: Created in memory of Frank M. Long, to be awarded to worthy students.

Kenneth C. Lundeen (1966) Scholarship Fund: Established by James and Diana Topper in honor of Kenneth Lundeen, to be awarded to one or more deserving and promising students who may be in a prelaw curriculum.

The Lutheran Brotherhood Fund for Lutheran Students: Established by The Lutheran Brotherhood, to be awarded to one or more worthy and promising Lutheran students who demonstrate financial need.

William and Marilyn MacCartney Family Endowed Scholarship: Established by Michael Alan Berk and Kerry MacCartney Berk in tribute of Kerry M. Berk's parents' lifelong encouragement of scholarship, initiative and leadership. Awarded to one or more worthy and promising students.

MacPherson Scholarship: Established by the Foundation, to be awarded to residents of Adams County, Pennsylvania, or Carroll County, Maryland.

James Eugene '16 and Ralph '22 Mahaffie Scholarship Fund: Created by Ralph Mahaffie '22 in honor of his brother James Eugene Mahaffie '16, to be awarded to worthy and promising students.

Francis E. and Wilda P. Malcolm Family Scholarship Fund: Established by Ann B. Malcolm '71, to be awarded to a first-year student and may be continued up to four years.

Charles H. May (1904) Scholarship Fund: Created by Mr. May, to be awarded to deserving male students from York County, Pennsylvania.

Charles B. McCollough, Jr. Memorial Scholarship Fund: Created by Charles B. McCollough '16 and Florence McCollough in memory of their son, and by H. R. Earhart in memory of his grandnephew. Awarded to one or more worthy male students.

Robert McCoy Scholarship Fund: Established by the family and friends of Robert McCoy, to be awarded to one or more worthy and promising students.

William R. McElhiney (1936) Scholarship Fund: Created by William R. and Pauline McElhiney, to be awarded to needy and deserving students who demonstrate an interest in the College band and choir.

Michael J. McTighe Memorial Scholarship Fund: Established by his wife, Carolyn L. Carter, family members and friends, to be awarded to a first-year student. Preference is given to first-generation college students and/or students whose enrollment at Gettysburg College would increase the racial and ethnic diversity of the student population.

Dr. John E. Meisenhelder (1897) Scholarship Fund: Established by Dr. Meisenhelder, to be awarded to a deserving student.

Jane S. Melber (1983) Memorial Scholarship Fund: Established by Theodore W. and Lucile M. Melber in memory of their daughter, to be awarded to worthy and promising students for the study of music in Great Britain.

Forrest L. Mercer (1908) Scholarship Fund: Created by Forrest L. Mercer, to be awarded to a deserving and needy student.

Carl F. and Dorothy Miller Scholarship Fund: Established by the Carl F. and Dorothy Miller Foundation, to be awarded to a student pursuing accounting or a science-related course of study.

J. Elsie Miller (1905) Scholarship Fund: Created by Mr. Miller, to be awarded to a preministerial student.

Robert H. Miller (1938) and Paul D. Miller (1940) Brazilian Scholarship Fund: Awarded to one or more needy and worthy students. First reference is given to a student wishing to study in Brazil for a semester or a year; second preference is

given to a Brazilian student entering as a first-year student, who graduated from either the Escola Americana, Rio de Janeiro, the Escola Graduada de Sao Paulo, or Pan American Christian Academy.

Miller-Dewey Scholarship Fund: Created by the Rev. Adam B. Miller (1873), to be awarded to a deserving student.

Rev. William J. Miller (1903) Scholarship Fund: Established by Mary Willing Miller, to be awarded to worthy young persons. Preference is given to students preparing for the Lutheran ministry and especially to those from Tabernacle Evangelical Lutheran Church, Philadelphia, Pennsylvania.

M. Scott and Margaret A. Moorhead Scholarship Fund: Awarded to a student with a strong interest in music; preference is given to a student with interest to continue piano or organ instruction.

Charles D. Moyer (1957) Scholarship Fund: The income from a fund contributed by Charles D. Moyer, his family, and friends is awarded to worthy and promising students in need of scholarship aid. Preference is given to students who can contribute to the ethnic and intercultural environment of the College.

John E. Mumper (1930) Memorial Scholarship Fund: Awarded to a needy and worthy first-year student, and may be continued up to four years.

Musselman Scholarship Fund: Established by the Musselman Foundation, to be awarded to a deserving student; preference is given to sons or daughters of employees of the Musselman Fruit Product Division, Pet Incorporated.

Arthur B. Myers and Marion V. Myers Scholarship Fund: Awarded to needy and deserving students of good moral character.

Albert C. and Linda Neumann Endowment Fund: Established by Albert C. Neumann '64, to be awarded to one or more worthy and promising students. Preference is given to students with an interest in pursuing a career in the health sciences.

John Spangler Nicholas (1916) Scholarship Fund: Created by John Spangler Nicholas, to be awarded to a member of the junior or senior class of sterling character and high intellectual ability in the field of biology, preferably zoology.

Henry B. Nightingale (1917) Scholarship Fund: Awarded to worthy students who have successfully completed their first two years at the College.

Patrick F. Noonan (1965) Scholarship Fund: Established by Patrick and Nancy Noonan, to be awarded to one or more needy and worthy students. Preference is given to the student or students who are majoring in management and have demonstrated leadership ability through active participation and excellent performance in extracurricular activities.

Charlotte L. Noss Scholarship Fund: Established by Charlotte Noss, to be awarded to a needy and deserving woman student from York County, Pennsylvania.

Edward J. Nowicki, Jr. (1935) and Christine M. Nowicki Scholarship Fund: Awarded to one or more worthy and promising students.

John P. O'Leary, Jr. (1969) and Pamela O'Leary (1969) Scholarship Fund: Awarded to a worthy and promising student.

Paul F. Olinger (1922) and Anna E. Olinger Scholarship Fund: Created by Gertrude Olinger, to be awarded to one or more needy and worthy students. Preference is given to students interested in the ministerial or teaching professions.

Nellie Oller and Bernard Oller Memorial Scholarship Fund: Created by Ida R. Gray in memory of her daughter and son-in-law, to be awarded to a deserving student; preference is given to a Lutheran applicant from Waynesboro, Pennsylvania.

One in Mission Scholarship Fund: Established by the One in Mission Campaign of the Evangelical Lutheran Church in America, to be awarded to worthy and deserving students; preference is given to students who are Lutheran.

Lovina Openlander Scholarship Fund: Awarded to needy and deserving students.

The John K. Orr Endowed Scholarship: Established by John K. Orr '70. Awarded to one or more worthy and promising students in need, with preference given to students with special needs.

Thomas O. Oyler Scholarship Fund: Created by Thomas O. Oyler, Sr., and his wife, Janet B. Oyler, in honor of their children, Thomas O. Oyler, Jr., Jane A. Oyler, Jerome P. Oyler, William J. Oyler '77, and Susan T. Oyler '85, to be awarded to a deserving Pennsylvania student whose major is management or German, with elective courses in the other field of study.

C. Eugene Painter Scholarship Fund: Established by C. Eugene Painter '33, to be awarded to one or more worthy and promising students; preference is given to students majoring in chemistry.

Steven E. Parker '73 Endowed Scholarship: Awarded to one or more worthy and promising students.

Lillian M. and William H. Patrick Jr. (1916) Scholarship Fund: Created by William H. Patrick Jr., to be awarded on a competitive basis to students with musical ability, who demonstrate financial need.

C. Gloria Paul Scholarship Fund: Awarded to graduates of Weatherly Area High School who have financial need.

The Mary A. and Rufus D. Paul Endowed Scholarship Fund: Established by Dr. Ronald L. Paul '59 and Jane N. H. Paul, including gifts in memory of Dr. Paul's parents, Mary A. Paul and Rufus D. Paul. Awarded to an entering first-year student and continued up to four years, if the recipient maintains a satisfactory grade point average and satisfactorily progresses toward a baccalaureate degree.

Willard S. Paul Scholarship Fund: Established by friends of the College on the occasion of President Paul's retirement. Awarded to a deserving student.

Martin L. Peters (1913) and Martin F. Peters (1937) Scholarship Fund: Created by Martin F. Peters, to be awarded to one or more worthy and promising students.

Earl G. Ports (1923) Scholarship Fund: Established by Horace G. Ports (1925) in memory of his brother, to be awarded to a worthy student, preferably in the field of physics.

Dr. and Mrs. Carl C. Rasmussen Scholarship Fund: Created by the Reverend Carl C. '12 and Alma I. Rasmussen, to be awarded to a deserving student. Preference is given to a student preparing for the ministry in the Lutheran Church.

David W. Raymond (1967) Endowed Scholarship: Awarded to one or more worthy and promising students. Preference given to students who express an interest in attending law school or are majoring in history, political science, economics, management, English, sociology, or psychology.

Rev. Clay E. Rice (1911) Scholarship Fund: Established by Minnie Catherine Rice in honor of her husband, Rev. Clay E. Rice, to be awarded to a student preparing for the ministry.

John S. and Luéne Rice Scholarship Fund: Established by Ellen F. and Luéne Rice, to be awarded to students of exceptional academic ability and outstanding promise of contributions to the College.

James A. Rider Scholarship Fund: Established by James A. Rider, to be awarded to worthy and deserving students in financial need. First preference is given to dependents of active employees of Thermos Industries, Inc., of Raleigh, North Carolina; second preference is given to students who compete in intercollegiate athletics; and third, to students who may be orphans.

Steven P. Riggs Music Scholarship Fund: Established by Patricia C. Chamberlain, to be awarded to one or more worthy and promising students, preferably members of the Gettysburg College Choir.

The Carlene and Randolph Rose '73 Endowed Scholarship Fund: Awarded to one or more worthy and promising students.

Lawrence E. Rost (1917) Scholarship Fund: Established by Jeanne Preus Rost in memory of her husband, Lawrence E. Rost, to be awarded to deserving students. First preference is given to descendants of Charles A. Rost, Red Lion, York County, Pennsylvania.

Philip P. Rudhart Scholarship Fund: Created by Emma Bennix in memory of her brother, to be awarded to deserving male students.

Mary Sachs Scholarship Fund: Established as a memorial to Mary Sachs, to be awarded to a needy and deserving student; preference is given to a student in management whose interests are in retailing.

Grace Durboraw Sahle '33 Endowed Scholarship Fund: Created by Knute Sahle '35 as a lasting memorial to his late wife, to be awarded to one or more worthy and promising students.

Charles Samph Jr. Scholarship Fund: Established by the friends and family of Charles Samph Jr., to be awarded to one or more worthy and promising students. Preference is given to students involved in the campus Greek system and who major in mathematics.

Andrew C. Schaedler Foundation Scholarship: Established as a memorial to Andrew C. Schaedler, to be awarded to worthy and needy students from Central Pennsylvania who graduated from a high school located in Dauphin, Lebanon, Cumberland, York, Franklin, Lancaster, Perry, Mifflin, Adams, Northumberland, or Huntingdon Counties.

Jeffrey M. Schissler (1971) Scholarship Fund: Established by Melvin and Greta Schissler, to be awarded to a worthy and promising student. First preference is given to a student majoring in Theatre Arts; second preference, to a student majoring in English.

Calvin L. Schlueter Scholarship Fund: Created by Calvin F. Schlueter, to be awarded to needy and promising students.

Scholarship for Community Service Leadership: Established by Kenneth C. Lundeen, to be awarded to a first-year student and may be continued up to four years. Preference is given to students who demonstrate an active interest in voluntary community service.

Brent Scowcroft Scholarship Fund: Awarded to a needy and deserving student.

Gregory Seckler (1965) Memorial Scholarship Fund: Created by Mr. and Mrs. J. M. Arnold Sr. in memory of Gregory Seckler, to be awarded to a deserving student. Preference is given to an English major.

Senior Scholarship Prize: Established by the Class of 1996, to be awarded to one male and one female junior advancing to the senior year who best exemplify the College through academics and service to the community.

Ralph E. Sentz (1949) Scholarship Fund: Created by Ralph E. Sentz and his wife, Veronica, to be awarded to needy and deserving students. Preference is given to those with disabilities.

Samuel Shaulis (1954) Memorial Scholarship Fund: Established by Barry B. Wright '55 and other friends and family of Samuel Shaulis, to be awarded to one or more worthy and promising students. Preference is given to students who, beyond other academic and personal qualifications, have a special interest in extracurricular activities.

Joseph T. Simpson/Dwight D. Eisenhower Scholarship Fund: Established by the friends and colleagues of Joseph Simpson, to be awarded to needy and worthy students. Preference is given to those students with exceptional leadership ability.

Edgar Fahs Smith (1874) Scholarship Fund: Created by Margie A. Smith in honor of her father, Edgar Fahs Smith, to be awarded to a student recommended by the Department of Chemistry.

George Wellington and Lucy Herr Smith Scholarships: A bequest from the estate of Lucy Herr Smith; George Wellington Smith was a member of the Class of 1924.

Robert D. Smith Endowed Scholarship Fund: Established by friends and former athletes of Robert S. Smith '59, in recognition of the impact Robert D. Smith had on the lives of countless Gettysburgians. Awarded to a worthy and promising student.

Ronald James Smith (1972) and Diane (Werley) Smith (1973) Endowed Scholarship Fund: Awarded to one or more worthy and promising students who are in need.

Albert E. Sperk (1927) Scholarship Fund: Awarded to a first-year student, and may be continued up to four years.

Mary Ann Orker Spital Scholarship Fund: Awarded to a qualified male student.

Edward J. Stackpole Scholarship Fund: Created by the friends of General Stackpole, to be awarded to a deserving student, Preference is given to a student in American history interested in the Civil War.

Arthur Kistler Staymates Scholarship Fund: Established by Mildred C. Stine, to be awarded to one or more needy and worthy students. First preference is given to students preparing for careers in the ministry or education; second preference, to students from Frederick County, Maryland.

Bruce R. Stefany '71 Scholarship: Awarded to one or more worthy and promising students.

Rev. Milton H. Stine (1877) and Mary J. Stine Memorial Scholarship Fund: Established by Dr. Charles M. A. Stine '01 in memory of his parents, to be awarded to a preministerial student.

Earl K. Stock Scholarship Fund: Created by Earl K. Stock '19, to be awarded to one or more needy and deserving students.

Robert (1933) and Betty Stockberger Scholarship Fund: Awarded to needy and promising students.

Strine-Manners Scholarship Fund: Established in honor and memory of Howard H. Strine, M.D. '24, Virginia Manners Strine, Dana Whitman Manners, and Elizabeth Manners. Awarded to two or more worthy and promising students.

F. Stroehmann Scholarship Fund: Established by the family of F. Stroehmann, to be awarded to one or more needy and deserving students.

Dr. J.H.W. Stuckenberg Scholarship Fund: Created by Dr. Stuckenberg, to be awarded to a qualified student.

Surdna Foundation Scholarship Fund: Established by the Surdna Foundation, to be awarded to students of exceptional academic ability and outstanding promise of contributions to the College.

Rev. Viggo Swensen (1931) and Martha Swensen Scholarship Fund: Awarded to a first-year student, and may be continued up to four years.

Warren L. Swope (1943) Scholarship Fund: Created by Warren L. Swope, a career diplomat, to be awarded to a qualified student. Preference is given to students of American parentage who have spent a significant portion of their precollege years abroad.

Raymond A. Taylor (1937) Scholarship Fund: Established by Dr. and Mrs. Raymond A. Taylor, to be awarded to one or more worthy and promising students.

William J. (1929) and Ruth Krug Thomas (1928) Scholarship Fund: Created by the Thomases in gratitude for the contribution the College has made toward the enrichment of their lives, to be awarded to worthy students, preferably English majors.

Colonel Walter K. Thrush Fund: Established by Edna L. Thrush in memory of her husband, Walter K. Thrush '19, to be awarded to a student who is a member of ATO Fraternity studying in the field of engineering.

Robert and Donna Tillitt Scholarship Fund: Established by Mr. and Mrs. Robert Tillitt, to be awarded to one or more needy and deserving students who have an interest in music.

Martin L. Valentine (1912) Scholarship Fund: Created by Martin L. Valentine, to be awarded to a needy and deserving student majoring in chemistry.

Lloyd Van Doren Scholarship Fund: Established by Tempie Van Doren, to be awarded to one or more needy and deserving students.

John H. von der Lieth Memorial Musical Scholarship Fund: Established through a gift to the ELCA Foundation of The Evangelical Lutheran Church in America, by Mrs. von der Lieth in memory of her husband. To be awarded to needy and deserving students who are studying music. Preference given to those studying organ or piano.

Parker B. Wagnild Scholarship Fund: Created by alumni and friends of the Gettysburg College Choir, to be awarded to needy and deserving music students.

Parker B. and Helen D. Wagnild Music Scholarship Fund: Established by Helen D. Wagnild, to be awarded to worthy and promising music students.

John G. Walborn (1937) Scholarship Fund: Created by John G. Walborn, to be awarded to needy and deserving students. Preference is given to students majoring in economics or management.

Clayton D. (1948) and Anne Ilgen Warman (1948) Endowed Scholarship Fund: Awarded to one or more worthy and promising students who are in need of scholarship funds.

Stuart Warrenfeltz Memorial Scholarship Fund: Established by Ethel Warrenfeltz McHenry in memory of her son Stuart Warrenfeltz, to be awarded to a worthy young man. Preference is given to students from Funkstown, Washington County, Maryland.

Dr. Rufus B. Weaver (1862) Scholarship Fund: Created by Dr. Weaver, to be awarded to deserving students.

Rev. David Sparks Weiner and Joseph Michael Weiner/Dwight D. Eisenhower Scholarship Fund: Created by Mrs. Ralph Michener, daughter and sister of David and Joseph Weiner, to be awarded to needy and worthy students.

Senator George L. Wellington Scholarship Fund: Established by Mr. Wellington, to be awarded to a deserving Lutheran preministerial student.

Paul B. and Mary E. Werner Scholarship Fund: Created by Paul and Mary Werner, to be awarded to a preministerial student; preference is given to students from Glen Rock, Pennsylvania, or York County, Pennsylvania.

Richard C. Wetzel Scholarship Fund: Created by Richard C. Wetzel, to be awarded to a deserving and needy student.

Stella Moyer Wible (1927) Scholarship Fund: Established by Helen A. Moyer, to be awarded to worthy and promising students with an outstanding record of academic achievement.

Bertram M. Wilde Scholarship Fund: Established by members of the family of Bertram M. Wilde, to be awarded to worthy and promising students. Preference is given to students who have demonstrated superior character and industry, as well as diverse interests and active participation in extracurricular and academic affairs.

Jeremiah A. Winter and Annie C. Winter Memorial Scholarship Fund: Created by Amelia C. Winter in memory of her parents, to be awarded to a needy and deserving student.

Woman's League Scholarship Fund: Established by the Woman's General League of Gettysburg College, to be awarded to needy and promising students.

Peter W. Wright Scholarship Fund: Established by LT COL Peter W. Wright, USAF (RET), to be awarded to one or more worthy students. Preference is given to students who have an interest and involvement in extracurricular activities and are members of Alpha Tau Omega Fraternity.

The Martha M. Yocum Scholarship Fund: Created by Dr. Ronald H. Yocum '61, to be awarded to a junior or senior majoring in chemistry or biochemistry with an overall grade point average of 2.85 and a minimum grade point average in their major of 3.0.

John T. Ziegler, DDS, (1952) Pre-Dental Scholarship Fund: Awarded to one or more worthy pre-dental students. First preference is given to the junior or senior student who has achieved the highest academic standing and who has applied to a U.S. dental school to pursue a DDS or DMD degree.

Dr. John B. Zinn Scholarship in the Sciences: Established by the Class of 1941, to be awarded to talented students pursuing a science education.

John B. Zinn Scholarship Fund: Established by friends and former students of Professor John B. Zinn, former chair of the chemistry department, to be awarded to needy and promising students. Preference is given to students preparing for fields associated with the healing arts.

Loan Funds

Edward Anderson (1955) and Patricia Anderson Loan Fund: Established by Edward and Patricia Anderson, to provide loans to Lutheran students who have exhibited creative and entrepreneurial tendencies while in high school and through their activities at Gettysburg College.

Milton T. Nafey and Mary M. Nafey Student Loan Fund: Created by Mary M. Nafey, to provide a fund for student loans.

Eva R. Pape Student Loan Fund: Established by Eva R. Pape of Gettysburg, Pennsylvania, to provide students of high promise with financial assistance.

David Forry Powers Loan Fund: Established by Catherine N. Maurer in memory of her nephew, David Forry Powers '62, to provide loans to needy and worthy students.

Other Scholarship Aid

Aid Association for Lutherans Campus Scholarship: Makes available scholarship funds to assist needy students who hold membership with the Association. Selection of recipients is made by the College.

Frank D. Baker Scholarship: Aids worthy students in immediate need. Selection of recipients is made by the College.

Robert Bloom Research Award: Supports seniors pursuing research in Senior Research Seminars in the Department of History.

Center for Public Service Endowed Fund for Volunteer Service: Established by the Board of Fellows to support students participating in volunteer programs of the Center for Public Service. Special consideration is given to students who demonstrate a commitment to activism and public service.

Class of 1995 Service Learning Project: Awarded to a student who needs financial aid to participate in a service-learning project.

Robert W. Dickgiesser Memorial Fund: Provides aid to students participating in volunteer programs of the Center for Public Service.

Clay (1948) and Adele Dovey Scholarship Fund: Established by Mr. and Mrs. Clayton C. Dovey Jr., to be awarded to one or more worthy and promising students. Preference is given to a needy and deserving scholar-athlete pursuing a major field of study in biology or economics.

W. Emerson Gentzler (1925) Scholarship:

Established by W. Emerson Gentzler, to be awarded to deserving students, with preference given to members in good standing of one of the 4-H Clubs of York County, Pennsylvania.

Charles E. and Mary W. Glassick Scholarship Fund:

Established by the Board of Trustees in honor of former President and Mrs. Glassick, to be awarded to one or more worthy and promising students.

J. David Hair Endowed Fund for Volunteer Service:

Established to support students participating in volunteer programs of the Center for Public Service.

Julius Hlubb Athletic Endowment: Created to support the College's athletic program.

R. M. Hoffman Memorial Scholarship Fund:

Established by Margaret L. Hoffman in memory of her father, to be awarded annually as part of the Dwight D. Eisenhower Scholarship Program.

Dean W. Hollabaugh Scholarship: Awarded to one or more students who merit financial assistance.

The Dr. Wade F. Hook Endowed Fund for Volunteer Service:

Established by Malverda P. Hook and memorial gifts in thankful recognition of Dr. Wade F. Hook's lifelong commitment to volunteersim and public service. Awarded to students with need who may not otherwise participate in volunteer programs, with preference given to students who have expressed an interest in a teaching career or Christian ministry.

Lutheran Brotherhood Lutheran Senior College

Scholarship: Awarded to Lutheran students who will begin their first year of post-secondary study at Gettysburg College. Recipients are selected by Gettysburg College on the basis of scholastic achievement, religious leadership, and financial need.

Lutheran Brotherhood Members' Scholarship Program:

Established to assist Lutheran Brotherhood members attending accredited post-secondary institutions. Information is available from Lutheran Brotherhood, 625 Fourth Avenue South, Minneapolis, Minnesota 55415.

Guy L. Moser Scholarship:

Established Guy L. Moser, to support grants to students from Berks County, Pennsylvania who are majoring in history or political science and who rank in the upper

third of their class. Application should be made directly to Ms. Kim M. McKeon, Hamilton Bank, P.O. Box 141, Reading, Pennsylvania 19603.

Ernest D. Schwartz (1916) Scholarship: Established in memory of Ernest D. Schwartz, to be awarded to a needy and worthy student. Recipient is selected by the College.

Clare M. Stecher Scholarship: Established by Clare M. Stecher, to be awarded to needy students from Hummelstown, Pennsylvania.

Weaver-Bittinger Classical Scholarship: Created by Rufus M. Weaver (1907), to be awarded to a needy and deserving student(s) who has demonstrated outstanding academic achievement. Recipients are selected by the College.

Weaver Classical-Natural Science-Religion

Scholarship: Created by Rufus M. Weaver (1907), to be awarded to a deserving student pursuing a classical, natural science, or religion course of instruction. Recipients are selected by the College.

Rufus M. Weaver Mathematical Scholarship:

Created by Rufus M. Weaver (1907), to be awarded to deserving students pursuing a mathematical course of instruction. Recipients are selected by the College.

Yocum Family Scholarship: Established by James H. Yocum, to be awarded to one or more deserving students.

Dwight D. Eisenhower/Conrad N. Hilton

Scholarship: Created by the Conrad N. Hilton Foundation to support the tuition cost for a semester of study abroad. Scholarship is awarded competitively to a student who shows, through career aspirations and corresponding curriculum choices, an appreciation of the role that travel, global trade, and cross-cultural exchange can play in fostering international understanding.

Gettsyburg College has benefitted over the years and continues to benefit from the income of funds contributed to the College's endowment. Income from unrestricted endowment funds may be used for the general purpose of the College or for any special purposes; income from restricted endowment funds is used solely for the purpose specified by the donor. The generous support of the donors listed below has been vital to the continuing success of the College.

(Unrestricted)

Allshouse Family Endowment Fund: In honor of William Craig Allshouse (1981) and Mrs. Catherine Reaser Allshouse (1924), and in memory of William Kenneth Allshouse (1925) and Richard Reaser Allshouse (1950).

Alumni Memorial Endowment Fund

Jackson Anderson (1977) and Laurene Anderson (1977)

E. W. Baker Estate

Frank D. Baker

Robert J. Barkley Estate

Charles Bender Trust

Fay S. Benedict Memorial Fund

H. Melvin Binkley Estate

Margarethe A. Brinkman Estate

H. Brua Campbell Estate

Dr. John Chelenden Fund (1928): In honor of

John B. Zinn (1909)

Class of 1919 Fund

Class of 1926, 60th Reunion Fund

Louise Cuthbertson: In memory of Arthur

Herring, Anna Wiener Herring and

Louise Cuthbertson.

Charles W. Diehl, Jr. (1929)

Harold Sheely Diehl Estate

Geo. & Helen Eidam Trust

Faculty and Staff Memorial Endowment Fund

Ralph C. Fischer

Robert G. Fluhrer (1912)

The Ford Foundation

Walter B. Freed Estate

Owen Fries Estate

Richard V. Gardiner Memorial Fund

The Garman Fund: A perpetual family memorial.

The Gettsyburg Times

Mamie Ragan Getty Fund

Frank Gilbert

Margant E. Giles

Ralph and Katherine M. Gresh

James H. Gross Estate

William D. Hartshorne Estate

George G. Hatter (1911)

Adam Hazlett (1910)

J. Kermit Hereter Trust

Ralph E. Heusner Estate

Joseph H. Himes (1910)

Marion Huey

Karl F. Irwin Trust

John E. Jacobsen Family Endowment Fund

Bryan E. Keller Estate

Edmund Keller Estate

Caroline C. Knox

William J. Knox (1910)

Frank H. Kramer (1914) and Mrs. Kramer

Harris Lee Estate

Ralph D. Lindeman Memorial Fund

The Richard Lewis Lloyd Fund: In memory of Arthur C. Carty

Robert T. McClarin Estate

Ralph McCreary Estate

James MacFarlane Fund, Class of 1837

J. Clyde Markel (1900) and Caroline O. Markel

Robert T. Marks

Fred G. Masters (1904)

Ralph Mease Estate

Gertrude Maddock Trust

A.L. Mathias (1926)

John H. Mickely (1928): In memory of his brother William Blocher Mickely.

Alice Miller

Robert H. Miller

Thomas Z. Minehart (1894)

Ruth G. Moyer Estate:

Professor's Endowment Fund

Bernice Baker Musser

Helen Overmiller

Ivy L. Palmer

Joseph Parment Company

Floyd & Eva Peterson

Andrew H. Phelps

C. Lawrence Rebuck

Mary Hart Rinn

Carroll W. Royston Estate

Sarah Ellen Sanders

Robert and Helene Schubauer Estate

Anna D. Seaman

A. Richard Shay (1928)

Paul R. Sheffer (1918)

Herbert Shimer (1896)

Robert O. Sinclair

Albert T. Smith Memorial Fund

*James Milton Smith Fund**Anna K. and Harry L. Snyder**Mary Heilman Spangler**Harvey W. Strayer**Leah Tipton Taylor Estate**Veronica K. Tollner Estate**Romayne T. Uhler '23 Estate: For the memorial of Rev. George I. Uhler, Class of 1895**Edith Wachter Estate**Vera and Paul Wagner Fund**Walter G. Warner Memorial Fund: Given by**Bergliot J. Wagner**Leona S. & L. Ray Weaver Memorial Fund**Richard C. Wetzel**Jack Lyter Williams (1951) Memorial Fund**Alice D. Wrathner**Romaine H. Yagel Trust**George L. Yocum Memorial Fund**John and Caroline Yordy Memorial Fund***(Restricted)***Mary Catherine Albaugh (Class of 1954) Chemistry Fund for Student Research: Established from a bequest from her estate to be used to award annual summer research stipends to students majoring in chemistry and/or biochemistry and molecular biology.**Conrad Christian Arensberg Memorial Fund:**Established in 1948 by Francis Louis Arensberg in memory of his father, a Union veteran, for the purchase of Civil War books and materials.**Robert Barnes Memorial Fund: Created to support a combined dinner and lecture each spring during the Biology Awards Day.**The Rev. Peter C. Bell Memorial Lectureship Fund: Created for the establishment of a lectureship on the claims of the gospel on college men.**Bikle Endowment Fund: Established in 1925 to honor Dr. Philip Bikle (1866), dean of Gettysburg College, 1889-1925. Used to support debating.**Joseph Bittinger: Chair of political science.**Lydia Bittinger: Chair of history.**Joseph and Lydia Bittinger Memorial Fund: Established to support the needs of the history and political science departments.**Blavatt Family Lectureship: Created to establish the Blavatt Family Lecture Series in Political Science.**Robert Bloom Fund: For Civil War Institute.**Merle S. Boyer Chair in Poetry: Established to create a faculty chair in poetry.**The Chang-Burton Fund for Creative Teaching:**Established by Charles A. Burton and Melinda Chang Burton, members of the Class of 1967, to preserve and strengthen the tradition of distinguished teaching at Gettysburg College. Preference is given to proposals that enhance faculty members' ability to meet the unique challenges of a classroom environment that is in transition due to an increase in the number of students from races or cultures historically underrepresented at Gettysburg College.**Mr. & Mrs. Thomas Citron: Established by Mr. & Mrs. Thomas Citron (1947) to endow insurance on a 1934 oil painting by Minna Citron.**Class of 1911 Memorial Trust Fund: Established in 1961, on the fiftieth anniversary of the Class of 1911, to provide income for the purchase of books for the College library.**Thomas Y. Cooper Endowment: A bequest to Gettysburg College in support of its libraries: (a) for acquisitions in literature and American history, as a memorial to his parents, Dr. & Mrs. Moses Cooper; and (b) for the operating budget of the library.**William C. Darrah Lectureship: Created for the biology department to use for a Darrah Lecture every two or three years.**William C. Darrah Prize: Created to support a yearly prize for students in the biology department**A. Bruce Denny Fund: Created by fellow students in memory of A. Bruce Denny (1973), to purchase library books.**Joe Derrig Memorial Fund: Established to subsidize student participation in a service-learning program related to AIDS. Also supports a yearly presentation on AIDS awareness.**Luther P. Eisenhart Fund: Established for the use of emeriti faculty and widows of former members of the faculty in need of assistance.**Harold G. Evans Chair in Eisenhower Leadership Studies: Established to foster an educational program in leadership.**The Georgia A. Franzo Endowed Fund for the Department of Theatre Arts: Administered by the Provost to provide grants to support faculty and program development in the Department of Theatre Arts at Gettysburg College.**Clyde E. and Sarah A. Gerberich Endowment Fund: Established in memory of Dr. Robert Fortenbaugh (1913) to support a series of lectures. Fund is also supported by a matching gift from the Hewlett Foundation to support the Robert Fortenbaugh Memorial Lecture.*

Gettysburg Review Fund: Established to provide annual support for the Gettysburg Review.

Russell P. Getz Memorial Fund: Established for support of the music department.

Millard E. Gladfelter Prize: Created to support a student who has completed the junior year at Gettysburg College with excellent scholarship in the social sciences, and especially American history. To be used for research and a thesis report during the senior year.

J. Donald and Mary Herr Glenn Endowment Fund: To be used for educational purposes at the discretion of the President of the College, subject to supervision of the Board of Trustees.

Jean Landefeld Hanson Fund: Established in 1971 by family and friends of the late wife of former President C. Arnold Hanson, to support purposes related to the Chapel program.

George Hatter Fund: Income from this restricted endowment fund will be transferred to principal for a period of 60 years. After 60 years, the fund will be closed and transferred to Unrestricted Endowment/Hatter Fund.

The John A. Hauser Executive-in-Residence Fund: Established by family and friends of John A. Hauser and Gettysburg College, to support a business or governmental executive-in-residence.

The Harry D. Holloway Memorial Fund: Created to support purposes of keeping alive on campus the spirit of Abraham Lincoln.

Japan Program Fund: Created for use by the library department to purchase library and instructional materials related to Japan.

Stanley G. and Frances P. Jean Scholarship: Awarded to one or more worthy and promising students, for up to four years. Preference given to students interested in a career in public service, either international or domestic.

William R. Kenan, Jr. Endowment Fund for Teaching Excellence: Established to support high quality and effective teaching.

Edwin T. Johnson and Cynthia Shearer Johnson Distinguished Teaching Chair: Established by Edwin T. '51 and Cynthia Shearer '52 Johnson.

Ralph D. Lindeman Memorial Fund: Established by family and friends in memory of Ralph D. Lindeman, to be used annually by the English Department for the purchase of books.

MNC Management Curriculum: Created by the Maryland National Foundation to provide financial support for the management program.

Dr. G. Bowers and Louise Hook Mansdorfer Distinguished Chair in Chemistry: Established to provide an endowed chair in chemistry. Provides funds for faculty salaries, research needs, payment for research assistants, and travel for conferences.

Andrew Mellon Foundation Fund: Created to support interdisciplinary teaching and small group learning projects for workshops.

Dr. Amos S. and Barbara K. Musselman Art Endowment Fund: Created to support and advance knowledge and appreciation of art at Gettysburg College.

Dr. Amos S. and Barbara K. Musselman Chemistry Endowment Fund: Created to support the chemistry program, primarily through the purchase of laboratory equipment and supplies.

Musselman Endowment For Music Workshop: Established by the Musselman Foundation to support workshops in music performance and seminars in music education.

Musselman Endowment For Theatre Arts: Created by the Musselman Foundation to support visits to the campus by individuals with expertise in the technical aspects of the theatre.

Musselman Endowment for Visiting Scientists: Created by the Musselman Foundation to support visits by scientists to the College.

NEH Fluhrer-Civil War Chair: Created by the Robert Fluhrer estate to establish a Civil War Chair in the history department.

NEH Fund for Faculty and Curriculum Development in the Humanities: Established by a Challenge Grant from the National Endowment for the Humanities to promote high quality work in the humanities through faculty and curriculum development activity of particular merit. Fund is part of the larger Institutional Fund for Self-Renewal.

NEH Senior Scholars' Seminar: Established by the National Endowment for the Humanities to support the Senior Scholars' Seminar.

Robert Nesto Biology Fund: Created to support travel to scientific meetings by biology students.

John P. O'Leary Jr. and Pamela O'Leary Endowed Fund: Created for the management department to be used for discretionary purposes.

One in a Mission Program Fund: Created by the Central Pennsylvania Synod to provide additional endowment funds to enhance the church-related mission of the College.

Edred J. and Ruth Pennell Trust Foundation: Created to purchase new materials in the fields of political science, management, and economics.

Political Science Research/Development: Established by Elmer Plischke to assist faculty in the political science department in research activities.

Paul H. Rhoads Teaching and Professional Development Fund: Established by Paul H. Rhoads, Gettysburg College, and others to support scholarly research, professional development, or the improvement of undergraduate instruction by the College's faculty.

Norman F. Richardson Memorial Lectureship Fund: Created to support an annual event that stimulates reflection on interdisciplinary studies, world civilization, the philosophy of religion, values, and culture.

The Clarence B. Rogers, Jr. Endowed Scholarship Fund: Established by the Equifax Foundation to honor Clarence B. "Jack" Rogers Jr. '51 for his years of leadership at Equifax. Awarded to one or more worthy and promising students who exhibit high motivation and excellent academic achievement and who qualify for Presidential Scholarships based on merit. Preference is given to students with demonstrated interest in public service.

Louis and Claudia Schatanoff Library Fund: Created to support the purchase of books and other publications for the chemistry library at the College.

Henry M. Scharf Lecture Fund: Created by Dr. F. William Sunderman (1919) in memory of Henry M. Scharf, to establish a lectureship on current affairs.

J. Douglas Shand Fund for Faculty-Student Summer Research in Psychology: Created to support opportunities for promising and talented students to work collaboratively with faculty members who are conducting research in psychology. Grants provide stipends to support students working on research projects that primarily occur in the summer.

Jack Shand Psychology Research Fund: Created to provide financial support of seniors registered for honors research in the psychology department.

James A. Singmaster (1898) Fund for Chemistry: Established by Mrs. James A. Singmaster in memory of her husband, to be used for the purchase of library materials in chemistry or related areas.

Dr. Kenneth L. Smoke Memorial Trust Fund: Created to honor the man who in 1946 established the department of psychology at Gettysburg College and served as its chair until his death in 1970. Used in part by the College library to purchase

library resources in the field of psychology and in part by the psychology department for special departmental needs.

Stoever Alcove Fund: Established by Laura M. Stoever for the support of the library.

J. H. W. Stuckenberg Memorial Lectureship: Created by Mary G. Stuckenberg in memory of her husband, to sponsor lectures in the general area of social ethics.

The Sunderman Chamber Music Foundation of Gettysburg College: Established by F. William Sunderman (1919) to stimulate and further the interest in chamber music at Gettysburg College through the sponsorship of chamber music concerts.

Waltemyer Seminar Room Fund: Established by Carroll W. Royston (1934) and the family and friends of Dr. William C. Waltemyer (1913), former head of the Bible department at the College, to provide furnishings for and to maintain the library in a seminar room in his memory.

Steve Warner Trust Fund: Created for the purpose of expenditures for books, periodicals, microfilm, etc. in the area of Asian Studies for the Musselman Library; to care for and maintain those purchased materials and the Stephen H. Warner papers maintained in Musselman Library's Special Collection at the College; and to support publications derived from the Collection.

Donald K. Weiser Book Acquisition Fund: Established in honor of Donald K. Weiser (1924) for the purchase of library books in the field of insurance, management, and business administration.

Woman's League Fund for Upkeep and Repair of the YMCA Building (Weidensall Hall): Created by Louisa Paulus.

Dr. and Mrs. Jeremiah Zimmerman Fund: Established by Dr. Jeremiah Zimmerman (1873) to create an endowment in support of the annual operating budget of the library.

John B. Zinn Memorial Fund in Admissions: Established in honor of John B. Zinn by friends and former students, to support admissions efforts in fields associated with the healing arts.

John B. Zinn President Discretionary Institutional and Faculty Institutional Development Fund: Established to provide support for research and professional development by Gettysburg College faculty and staff; to support new or experimental academic programs; and to support professional development and research for professors in fields associated with the healing arts.

BOARD OF TRUSTEES

2000-2001 ACADEMIC YEAR

Date in parentheses indicates year of election to the Board of Trustees.

David M. LeVan (1994), *Chairperson, Managing Partner, Battlefield Harley Davidson, Gettysburg, Pennsylvania*

John P. O'Leary Jr. (1995), *Vice Chairperson, President & Chief Executive Officer, Tuscarora, Inc., New Brighton, Pennsylvania*

Patricia W. Henry (1993), *Secretary, Senior Associate Director of Athletics, Harvard University, Boston, Massachusetts*

Patricia C. Bacon (1991), *Business Consultant, Sausalito, California*

Sherrin H. Baky (1997), *Chief Association Officer, Association of Clinical Research Professionals, Washington, D.C.*

Henry S. Belber II (1989), *President & Chief Executive Officer, Trico Construction Co., Inc., Devon, Pennsylvania*

Stephen G. Bishop (1992), *Faculty Fellow, University of Illinois, Urbana, Illinois*

Jeffrey M. Blavatt (2000), *Vice President of Operations, A/S/C Corp., Owings Mills, Maryland*

James H. Brenneman (1999), *Former Vice President, Operations & Planning, Bell Atlantic Enterprises International, Ambler, Pennsylvania*

Charles A. Burton (1996), *President, Philadelphia Ventures, Philadelphia, Pennsylvania*

James Corkran (1999), *Former Partner & Director, Cottman Transmission Systems, Doylestown, Pennsylvania*

Gwendoln Jordan Dundy (1997), *Executive Director, National Association of Student Personnel Administrators, Washington, D.C.*

Joyce Hamm Elsner (2000), *Pianist and volunteer, Hanover, Pennsylvania*

Arthur M. Feldman (1998), *Professor of Medicine, University of Pittsburgh, Pittsburgh, Pennsylvania*

Fred F. Fielding (1998), *Attorney/Senior Partner, Wiley, Rein & Fielding, Washington, D.C.*

A. John Gabig (1996), *Former Attorney/Member, Miller & Chevalier, Chartered, Williamsburg, Virginia*

Gerald G. Garbacz (1995), *Former President & Chief Executive Officer, Nashua Corp., Nashua, New Hampshire*

Bruce S. Gordon (1999), *President, Retail Markets Group, Verizon, New York, New York*

Andrew G. Gurley, *Managing Director, Paine Webber, New York, New York*

Gordon A. Haaland, *President, Gettysburg College, Gettysburg, Pennsylvania*

Sotaro Ishii (1999), *Investment Consultant, Ishii Jimusho, Tokyo, Japan*

John F. Jaeger (1998), *President, DANAC Corporation, Bethesda, Maryland*

MacGregor S. Jones (2000), *Former President, Mac Jones Ford, Inc., York, Pennsylvania*

Robert H. Joseph Jr. (1998), *Senior Vice President & Chief Financial Officer, Alliance Capital Management Corporation, New York, New York*

J. Michael Kelly (2000), *Chief Financial Officer, America Online, Inc., Dulles, Virginia*

Jean Cleveland Kirchhoff (2000), *Former Account Executive, Lemoyne, Pennsylvania*

E. James Morton (1990), *Director, Former Chair & Chief Executive Officer, John Hancock Mutual Life Insurance Co., Boston, Massachusetts*

Joseph A. Ripp (1998), *Executive Vice President & Chief Financial Officer, Time Warner, Inc., New York, New York*

Randolph Rose (1999), *Former President & CEO, Philips Communication and Security Systems, Lancaster, Pennsylvania*

Jean Deimler Seibert (1998), *Attorney/Partner, Wion, Zulli & Seibert, Harrisburg, Pennsylvania*

Arne Selbyg (1998), *Director, Colleges & Universities, Evangelical Lutheran Church in America, Chicago, Illinois*

Gill M. Taylor-Tyree Sr., M.D. (1995), *Diagnostic Radiologist, Gettysburg Hospital, Gettysburg, Pennsylvania*

Debra K. Wallet (1990), *Attorney, Camp Hill, Pennsylvania*

James M. Weaver (2000), *President, Dearden, Maguire & Weaver, Inc., West Conshohocken, Pennsylvania*

I. Charles Widger (1997), *Managing Partner and Investment Management Consultant, Brinker Capital, Inc., King of Prussia, Pennsylvania*

Debra J. Wolgemuth (2000), *Professor of Genetics & Development, Columbia University, New York, New York*

Ronald H. Yocum (1997), *President & Chief Executive Officer, American Plastics Council, Arlington, Virginia*

HONORARY LIFE TRUSTEES

Dates in parentheses indicate years of service.

Lavern H. Brenneman (1962–1974) (1976–1988),
Retired Chair & President, York Shipley, Inc., York,
Pennsylvania

Ralph W. Cox (1972–1984), *Retired Manager*,
Connecticut General Life Insurance Co., Savannah,
Georgia

F. William Sunderman, M.D. (1967–1979),
Director & President, Institute for Clinical Science,
Philadelphia, Pennsylvania

TRUSTEES EMERITI

Charles E. Anderson, Avon, Connecticut

James G. Apple, Lewisburg, Pennsylvania

Clyde O. Black II, Roaring Spring, Pennsylvania

Margaret Blanchard Curtis, Gettysburg,
Pennsylvania

Guy S. Edmiston Jr., Harrisburg, Pennsylvania

William S. Eisenhart Jr., York, Pennsylvania

Henry W. Graybill Jr., Harrisburg, Pennsylvania

Angeline F. Haines, Lutherville, Maryland

Robert D. Hanson, Harrisburg, Pennsylvania

Edwin T. Johnson, Newtown, Pennsylvania

Howard J. McCarney, Camp Hill, Pennsylvania

Thomas C. Norris, Spring Grove, Pennsylvania

Paul M. Orso, Millersville, Maryland

Richard Patterson, Wilmington, Delaware

James A. Perrott, Palm Beach Shores, Florida

Samuel A. Schreckengaust Jr., Lemoyne,
Pennsylvania

Arlene Shannon, Litz, Pennsylvania

Donna I. Shavlik, Estes Park, Colorado

Herman G. Stuempfle, Gettysburg, Pennsylvania

James I. Tarman, State College, Pennsylvania

James R. Thomas, Allendale, New Jersey

Charles W. Wolf, Gettysburg, Pennsylvania

Barry Wright, Washington, D.C.

Irvin G. Zimmerman, Swarthmore, Pennsylvania

FACULTY**(2000-2001 ACADEMIC YEAR)****Emeriti**

Dates in parentheses indicate years of service.

Paul Baird (1951–1985), *Professor of Economics*,
Emeritus

Guillermo Barriga (1951–1981), *Professor of Romance
Languages, Emeritus*

Neil W. Beach (1960–1993), *Professor of Biology*,
Emeritus

F. Eugene Belt (1966–1988), *Professor of Music*,
Emeritus

Gareth V. Biser (1959–1999), *Professor of Health and
Exercise Sciences, Emeritus*

A. Bruce Boenau (1957–1991), *Professor of Political
Science, Emeritus*

Lois J. Bowers (1969–1992), *Coordinator of Women's
Athletics and Professor of Health and Physical
Education, Emerita*

Albert W. Butterfield (1958–1972), *Professor of
Mathematics, Emeritus*

John F. Clarke (1966–1989), *Professor of English*,
Emeritus

Harold A. Dunkelberger (1950–1983), *Professor of
Religion, Emeritus*

George H. Fick (1967–1995), *Professor of History*,
Emeritus

Kermit H. Finstad (1970–1999), *Professor of Music*,
Emeritus

Norman O. Forness (1964–2000), *Professor of History*,
Emeritus

Donald H. Fortnum (1965–2000), *Professor of
Chemistry, Emeritus*

Lewis B. Frank (1957–1986), *Professor of Psychology*,
Emeritus

Edwin D. Freed (1948–1951), (1953–1986), *Professor
of Religion, Emeritus*

Robert H. Fryling (1947–1950), (1958–1987),
Professor of Mathematics, Emeritus

R. Michael Gemmill (1958–1999), *Professor of
Economics, Emeritus*

Charles H. Glatfelter (1949–1989), *Professor of
History, Emeritus*

Gertrude G. Gobbel (1968–1989), *Professor of
Psychology, Emerita*

Louis J. Hammann (1956–1997), *Professor of Religion, Emeritus*

J. Richard Haskins (1959–1988), *Professor of Physics, Emeritus*

John T. Held (1960–1988), *Professor of Education, Emeritus*

Caroline M. Hendrickson (1959–1984), *Professor of Spanish, Emerita*

Thomas J. Hendrickson (1960–1988), *Professor of Physics, Emeritus*

Leonard I. Holder (1964–1994), *Professor of Mathematics, Emeritus*

R. Eugene Hummel (1957–1987), *Coach and Professor of Health and Physical Education, Emeritus*

John M. Kellett (1968–1999), *Professor of Mathematics, Emeritus*

Arthur L. Kurth (1962–1983), *Professor of French, Emeritus*

Jack S. Locher (1957–1987), *Professor of English, Emeritus*

Rowland E. Logan (1958–1988), *Professor of Biology, Emerita*

Franklin O. Loveland (1972–1998), *Professor of Sociology and Anthropology, Emeritus*

Fredric Michelman (1973–2000), *Professor of French, Emeritus*

Carey A. Moore (1955–1956), (1959–2000), *Professor of Religion, Emeritus*

Samuel A. Mudd (1958–1964; 1965–1998), *Professor of Psychology, Emeritus*

Norman K. Nunamaker (1963–1997), *Professor of Music, Emeritus*

Robert A. Pitts (1986–2000), *Professor of Management, Emeritus*

Ray R. Reider (1962–1998), *Professor of Health and Exercise Sciences, Emeritus*

Russell S. Rosenberger (1956–1981), *Professor of Education, Emeritus*

Calvin E. Schildknecht (1959–1979), *Professor of Chemistry, Emeritus*

Emile O. Schmidt (1962–1999), *Professor of Theatre Arts, Emeritus*

W. Richard Schubart (1950–1981), *Professor of Philosophy, Emeritus*

Walter J. Scott (1959–1984), *Professor of Physics, Emeritus*

Jack Douglas Shand (1954–1984), *Professor of Psychology, Emeritus*

Howard Shoemaker (1957–1985), *Professor of Health and Physical Education, Emeritus*

James F. Slaybaugh Jr. (1964–1989), *Professor of Education, Emeritus*

John R. Stemen (1961–1994), *Professor of History, Emeritus*

Mary Margaret Stewart (1959–1996), *Graeff Professor of English, Emerita*

Robert H. Trone (1956–1997), *Professor of Religion, Emeritus*

Janis Weaner (1957–1985), *Professor of Spanish, Emerita*

Dexter N. Weikel (1962–1988), *Professor of Music, Emeritus*

Robert F. Zellner (1968–1998), *Professor of Music, Emeritus*

CURRENT FACULTY

Date in parentheses indicates year of appointment to the faculty.

Tahera Aftab (1997–1998; 2000); *Distinguished Visiting Professor of Religion*; M.A., University of Lucknow, India; Ph.D., University of Karachi

James D. Agard (1982); *Associate Professor of Visual Arts*; B.S., The State University of New York at New Paltz; M.F.A., Rutgers University

Randolph R. Aldinger (1989); *Associate Professor of Physics*; B.S., Arizona State University; Ph.D., University of Texas at Austin

Gloria Allaire (1999); *Assistant Professor of Italian*; B.M., M.A., Ph.D., University of Wisconsin-Madison

Pia Altieri (1999); *Instructor in Religion*; B.A., LeMoyné College; M.T.S., Harvard University

Charlotte E. S. Armster (1984); *Associate Professor of German and Co-Coordinator of Women's Studies*; B.A., Eastern Michigan University; M.A., Middlebury College; Ph.D., Stanford University

Martha E. Arterberry (1989); *Associate Professor of Psychology*; B.A., Pomona College; Ph.D., University of Minnesota

Bela Bajnok³ (1993); *Associate Professor of Mathematics*; M.Ed., Eötvös University (Hungary); M.S., Ph.D., Ohio State University

Talia Balastegui-Baeza (1999); *Instructor in Spanish*; Bachelor's Equivalency, University of Seville

Lucia Perrotta Bard (1993–1996; 2000); *Assistant Professor of French*; B.A., Seton Hill College; M.A., Tufts University; Ph.D., University of Pittsburgh

Deborah H. Barnes (1992); *Associate Professor of English*; B.A., Tuskegee Institute; M.A., North Carolina Agriculture & Technical State University; Ph.D., Howard University

Claude Benoist (1999); *Instructor in French*; B.A., M.A., University of Rennes 2

Temma F. Berg (1985); *Associate Professor of English and Co-Coordinator of Women's Studies*; B.A., M.A., Ph.D., Temple University

Emelio R. Betances (1991); *Associate Professor of Sociology and Latin American Studies, Coordinator of Latin American Studies*; B.A., Adelphi University; M.A., Ph.D., Rutgers, The State University of New Jersey

Elisa Biagini (2000); *Instructor in Interdepartmental Studies (Italian)*; Equivalent of B.A., Università degli studi di Firenze; Ph.D., Rutgers University

Marie-Jose M. Binet² (1988); *Associate Professor of French*; B.A., M.A., University of Florida; Ph.D., Duke University

Michael J. Birkner (1978–1979), (1989); *Professor of History, Department Chairperson*; B.A., Gettysburg College; M.A., Ph.D., University of Virginia

Jennifer Bivens-Tatum (2000); *Visiting Assistant Professor of English*; B.A., Mount Holyoke College; M.A., University of Illinois at Urbana-Champaign

Philip Bobko (1997); *Professor of Management and Psychology*; B.S., Massachusetts Institute of Technology; M.S., Bucknell University; Ph.D., Cornell University

Robert E. Bohrer II (1998); *Assistant Professor of Political Science*; B.S., University of Nebraska at Kearney; Ph.D., Texas A&M University

Gabor S. Boritt (1981); *Robert C. Fluhrer Professor of Civil War Studies*; B.A., Yankton College; M.A., University of South Dakota; Ph.D., Boston University

Robert F. Bornstein (1986); *Professor of Psychology*; B.A., Amherst College; Ph.D., State University of New York at Buffalo

Donald M. Borock² (1974); *Associate Professor of Political Science*; B.A., M.A., Ph.D., University of Cincinnati

William D. Bowman (1996); *Associate Professor of History*; B.A., University of San Francisco; M.A., Ph.D., Johns Hopkins University

Judith A. Brough (1989); *Professor of Education, Department Chairperson*; B.S., Ed.M., Shippensburg University of Pennsylvania; Ed.D., State University of New York at Buffalo

Ronald D. Burgess (1980); *Professor of Spanish*; B.A., Washburn University of Topeka; M.A., Ph.D., University of Kansas

Leslie Cahoon³ (1988); *Professor of Classics*; A.B., M.A., Ph.D., University of California, Berkeley

Kathleen M. Cain (1990); *Associate Professor of Psychology*; A.B., College of the Holy Cross; A.M., Ph.D., University of Illinois at Urbana-Champaign

A. Ralph Cavaliere¹ (1966); *Charles H. Graff Professor of Biology*; B.S., M.S., Arizona State University; Ph.D., Duke University

Frank M. Chiteji (1988); *Associate Professor of History*; B.A., University of San Francisco; M.A., Ph.D., Michigan State University

Ann Cleveland (2000); *Visiting Assistant Professor of Biology*; B.A., University of New Hampshire; M.S., University of Rhode Island; Ph.D., Northern Arizona University

John A. Commito (1993); *Professor of Environmental Studies and Biology, Coordinator of Environmental Studies*; A.B., Cornell University; Ph.D., Duke University

David J. Cowan³ (1965); *Professor of Physics*; B.S., M.A., Ph.D., University of Texas

Mary Deborah Cowan (1989); *Associate Professor of English, M.S. Boyer Chair in Poetry*; B.A., Mundelein College; M.A., Western Washington University

Jane S. Cowden (2000); *Visiting Assistant Professor of Education*; B.A., Dickinson College; M.A., M.Ed., Shippensburg University of Pennsylvania; Ph.D., Indiana University of Pennsylvania

Thomas W. Crawford (2000); *Assistant Professor of Geography and Environmental Studies*; B.S., Wake Forest University; M.A., Ph.D., University of North Carolina, Chapel Hill

David L. Crowner (1967); *Professor of German*; B.A., Pacific Lutheran University; M.A., Ph.D., Rutgers-The State University of New Jersey

Brendan Cushing-Daniels (2000); *Instructor in Economics*; B.A., University of Notre Dame; M.P.I.A., University of Pittsburgh

Nancy K. Cushing-Daniels (1994); *Associate Professor of Spanish; Chairperson of Interdepartmental Studies*; B.A., Alfred University; M.A., State University of New York at Albany; Ph.D., University of California, Berkeley

Paul R. D'Agostino (1969); *Professor of Psychology; B.S., Fordham University; M.A., Ph.D., University of Virginia*

Roy A. Dawes (1993); *Associate Professor of Political Science, Department Chairperson; B.A., University of New Orleans; M.S., Ph.D., Florida State University*

Oliver de la Paz (2000); *Lecturer in English; B.S., B.A., Loyola Marymount University; M.F.A., Arizona State University*

Véronique A. Delesalle (1993); *Associate Professor of Biology; B.Sc., M.Sc., McGill University; Ph.D., University of Arizona*

Daniel R. DeNicola (1996); *Provost and Professor of Philosophy; A.B., Ohio University; M.Ed., Ed.D., Harvard University*

Carolyn M. DeSilva³ (1982); *Associate Professor of Mathematics; B.A., Merrimack College; M.S., Northern Arizona University; M.S., Ph.D., University of New Hampshire*

Eric S. Egge (2000); *Assistant Professor of Mathematics; B.A., Carleton College; M.A., Ph.D., University of Wisconsin, Madison*

Charles F. Emmons¹ (1974); *Professor of Sociology and Anthropology; B.A., Cannon College; M.A., Ph.D., University of Illinois*

Kay Etheridge (1986); *Associate Professor of Biology; B.S., M.S., Auburn University; Ph.D., University of Florida*

Christopher R. Fee (1997); *Assistant Professor of English; B.A., Baldwin-Wallace College; M.A., Loyola University; M.A., University of Connecticut; Ph.D., University of Glasgow (Scotland)*

Ann Harper Fender (1978); *Professor of Economics; A.B., Randolph Macon Woman's College; Ph.D., Johns Hopkins University*

Rebecca H. Fincher-Kiefer (1988); *Associate Professor of Psychology; B.S., Washington College; M.S., Ph.D., University of Pittsburgh*

James P. Fink (1992); *Professor of Computer Science; Department Chairperson; B.S., Drexel University; M.S., Ph.D., Stanford University*

David E. Flesner (1971); *Associate Professor of Mathematics, Department Chairperson; A.B., Wittenberg University; A.M., Ph.D., University of Michigan*

Jan W. Fletcher (1986); *Associate Professor of Economics, Department Chairperson; B.S., University of Missouri; A.M., Ph.D., Washington University*

Audías Flores-Ocampo (1996); *Instructor in Spanish; Master's Equivalency, Escuela Normal Superior in Morelos*

Suzanne Johnson Flynn (1990); *Associate Professor of English; B.A., State University of New York at Stony Brook; M.A., Ph.D., University of Virginia*

Peter P. Fong (1994); *Associate Professor of Biology; A.B., University of California, Berkeley; M.A., San Francisco State University; Ph.D., University of California, Santa Cruz*

Robert S. Fredrickson (1969); *Professor of English; B.A., DePaul University; M.A., University of Minnesota; Ph.D., University of North Carolina at Chapel Hill*

Karen J. Frey (1993); *Associate Professor of Management; Department Co-Chairperson; B.S., B.A., M.B.A., Shippensburg University of Pennsylvania; Ph.D., University of Maryland*

Fritz R. Gaenslen (1991); *Associate Professor of Political Science, B.A., Miami University (Ohio); M.A., Ph.D., University of Michigan*

J. Matthew Gallman (1998); *Henry R. Luce Professor of Civil War Era and Professor of History; B.A., Princeton University; Ph.D., Brandeis University*

Robert R. Garnett¹ (1981); *Professor of English; B.A., Dartmouth College; M.A., Ph.D., University of Virginia*

Daniel R. Gilbert Jr. (1999); *Professor of Management and David M. LeVan Chair in Ethics and Management; B.A., Dickinson College; M.B.A., Lehigh University; Ph.D., University of Minnesota*

Sandra K. Gill (1984); *Associate Professor of Sociology and Anthropology; B.S., Auburn University; M.A., University of Alabama; Ph.D., University of Oregon*

Steven J. Gimble (1999); *Assistant Professor of Philosophy; B.A., University of Maryland; M.A., Ph.D., Johns Hopkins University*

Myrtle G. Glascoe (1997); *Associate Professor of African American Studies; B.S., Howard University; M.S.W., University of Pennsylvania School of Social Work; Ed.D., Harvard University*

Leonard S. Goldberg (1982); *Associate Professor of English; B.A., University of Michigan; M.A., Ph.D., University of Pennsylvania*

Derrick K. Gondwe (1977); *Professor of Economics; B.A., Lake Forest College; M.A., University of Wisconsin; Ph.D., University of Manitoba*

Timothy N. Good (1990); *Associate Professor of Physics*; B.S., Dickinson College; M.S., Ph.D., University of California-Irvine

Sharon Davis Gratto (1992); *Associate Professor of Music*; B.Mus., Oberlin College; M.A., American University; M.Mus., State University of New York at Potsdam; D.M.A., The Catholic University of America

Cecil C. Gray (1996); *Assistant Professor of Religion, Coordinator of African American Studies*; B.A., University of Virginia; M.Div., Wesley Theological Seminary; Ph.D., Temple University

Laurence A. Gregorio (1983); *Professor of French, Department Chairperson*; B.A., Saint Joseph's College; M.A., Ph.D., University of Pennsylvania

Joseph J. Grzybowski (1979); *G. Bowers and Louise Hook Mansdorfer Distinguished Professor of Chemistry; Department Chairperson*; B.S., King's College; Ph.D., Case Western Reserve University

Gordon A. Haaland (1990); *President and Professor of Psychology*; A.B., Wheaton College; Ph.D., State University of New York at Buffalo

Jennifer L. Hansen (1999); *Assistant Professor of Philosophy*; B.A., Santa Clara University; M.A., Boston College; Ph.D., State University of New York at Stony Brook

Jerome O. Hanson (1984); *Associate Professor of Theatre Arts, Department Chairperson*; B.A., State University of New York at Fredonia; M.A., University of Cincinnati

Jennie Gilbert Hartman (2000); *Visiting Associate Professor of Health and Exercise Sciences*; B.S., Pennsylvania State University; M.A., Western Michigan University; Ph.D., University of Illinois

Caroline A. Hartzell (1993); *Associate Professor of Political Science*; B.A., University of Puget Sound; M.A., Ph.D., University of California, Davis

Barbara Schmitter Heisler (1989); *Professor of Sociology and Anthropology*; B.G.S., Roosevelt University; M.A., Ph.D., University of Chicago

Julia A. Hendon¹ (1996); *Assistant Professor of Sociology and Anthropology*; B.A., University of Pennsylvania; A.M., Ph.D., Harvard University

Sherman S. Hendrix² (1964); *Professor of Biology, Department Chairperson*; B.A., Gettysburg College; M.S., Florida State University; Ph.D., University of Maryland

Donald W. Hinrichs² (1968); *Professor of Sociology and Anthropology, Department Chairperson*; B.A., Western Maryland College; M.A., University of Maryland; Ph.D., Ohio State University

Kazuo Hiraizumi (1987); *Associate Professor of Biology*; B.S., Stanford University; Ph.D., North Carolina State University

Helenmarie Hofman (1991); *Associate Professor of Education*; B.S., M.Ed., Indiana University of Pennsylvania; Ph.D., University of Minnesota

Eleanor J. Hogan (1999); *Instructor in Japanese*; B.A., Bates College; M.A., Washington University

Koren A. Holland³ (1992); *Associate Professor of Chemistry*; B.A., Skidmore College; Ph.D., University of Maryland, College Park

Catherine V. Howard (1998); *Assistant Professor of Sociology and Anthropology*; B.A., Marlboro College; M.A., Ph.D., University of Chicago

Kathleen P. Iannello (1990); *Associate Professor of Political Science*; B.A., University of Arizona; M.A. (2), Ph.D., Pennsylvania State University

Reiko Itoh (1999); *Assistant Professor of Japanese*; B.A., University of the Sacred Heart, Tokyo; Ph.D., University of Pittsburgh

Steven W. James² (1992); *Associate Professor of Biology*; B.A., Gettysburg College; M.S., Ph.D., University of Minnesota

Donald L. Jameson (1985); *Professor of Chemistry*; B.S., Bucknell University; Ph.D., University of North Carolina at Chapel Hill

Tao Jiang (2000); *Assistant Professor of Religion*; B.A., M.A., Foreign Affairs College, Beijing

Kristen E. Johnston (2000); *Visiting Assistant Professor of Psychology*; B.A., The University of Texas at Austin; M.S., Ph.D., Pennsylvania State University

John W. Jones (1989); *Associate Professor of Music, Department Chairperson*; B.S., Lebanon Valley College; M.Ed., Towson State University; D.M.A., Temple University

Brooks A. Kaiser (2000); *Assistant Professor of Economics*; A.B., Vassar College; Ph.D., Northwestern University

Keith A. Koster (1998); *Assistant Professor of Music*; B.S., Quincy College; M.M., Indiana University School of Music; Ph.D., University of Missouri-Columbia

Darla J. Kremer (1999); *Assistant Professor of Mathematics*; B.S., B.A., Bethel College; M.S., Ph.D., University of Iowa

Elizabeth Riley Lambert (1984); *Professor of English, Department Chairperson*; B.A., Duquesne University; M.A., George Mason University; Ph.D., University of Maryland

William H. Lane (2000); *Lecturer in English*; B.A., Gettysburg College; M.A., Graduate Institute at St. John's College

Bum-Yoal Lee (1998); *Assistant Professor of Economics*; B.A., Kon Kik University, Korea; M.A., Ph.D., University of Oregon

Fred G. Leebron (1997); *Associate Professor of English*; B.A., Princeton University; M.A., Johns Hopkins University; M.F.A., University of Iowa

L. Carl Leinbach (1967); *Professor of Computer Science*; B.A., Lafayette College; M.A., University of Delaware; Ph.D., University of Oregon

Bryan C. Lewis (2000); *Instructor in Health and Exercise Sciences*; B.S., M.Ed., Frostburg State University

Dina Lowy (2000); *Assistant Professor of History*; B.A., University of Pennsylvania; M.A., Princeton University; Ph.D., Rutgers University

Antonio Marin (1995); *Instructor in Spanish*; B.A., M.A., University of Sevilla

Laurence A. Marschall³ (1971); *W.K.T. Sahn Professor of Physics; Department Chairperson*; B.S., Cornell University; Ph.D., University of Chicago

Michael E. Matsinko (1976); *Associate Professor of Music*; B.S., M.M., West Chester University of Pennsylvania

Rinita Mazumdar (2000); *Visiting Assistant Professor of Women's Studies*; B.A., Presidency College (Calcutta); M.A., Calcutta University; M.A., Brock University, Ontario; Ph.D., University of Massachusetts

Daniel D. McCall (1998); *Assistant Professor of Psychology*; B.A., M.S., Ph.D., University of Massachusetts at Amherst

Arthur W. McCardle (1969); *Associate Professor of German, Department Chairperson*; B.A., M.A., Ph.D., Columbia University

Jan E. Mikesell (1973); *Professor of Biology*; B.S., M.S., Western Illinois University; Ph.D., Ohio State University

Jacquelynn B. Milingo (2000); *Assistant Professor of Physics*; B.S. (2), University of Kansas; Ph.D., University of Oklahoma

Ronald Miller (1994); *Instructor in Education*; B.S., Shippensburg University of Pennsylvania; M.Ed., Pennsylvania State University

Dorothy C. Moore (1999); *Lecturer in Spanish*; B.A., M.A., California State University-Fresno

Kenneth F. Mott (1966); *Professor of Political Science*; A.B., Franklin and Marshall College; M.A., Lehigh University; Ph.D., Brown University

George M. Muschamp Jr. (1997); *Assistant Professor of Theatre Arts*; B.A., Gettysburg College; M.A., Ph.D., University of Minnesota

Charles D. Myers, Jr. (1986); *Associate Professor of Religion, Department Chairperson*; B.A., Duke University; M.Div., Ph.D., Princeton Theological Seminary

James P. Myers, Jr. (1968); *Professor of English*; B.S., LeMoyne College; M.A., University of Arizona; Ph.D., University of Massachusetts

Robert Natter (1998); *Assistant Professor of Music and Director of Choral Activities*; B.A., M.A., University of California, Santa Cruz; D.M.A., University of Cincinnati College-Conservatory of Music

Todd W. Neller (2000); *Assistant Professor of Computer Science*; B.S., Cornell University; M.S., Ph.D., Stanford University

Katsuyuki Niiro (1972); *Associate Professor of Economics*; B.A., M.A., University of Hawaii; M.A., Ph.D., University of Pittsburgh

Paula D. Olinger (1979); *Associate Professor of Spanish*; B.A., University of Wisconsin; M.A., Ph.D., Brandeis University

David Ozag (1998); *Instructor in Management*; B.S., University of Maryland, College Park; M.B.A., Mount Saint Mary's College; CPA

William E. Parker (1967); *Professor of Chemistry*; B.A., Haverford College; M.S., Ph.D., University of North Carolina at Chapel Hill

Alan H. Paulson (1978); *Professor of Visual Arts*; B.F.A., Philadelphia College of Art; M.F.A., University of Pennsylvania

Peter J. Pella (1987); *Professor of Physics*; B.S., United States Military Academy; M.S., Rensselaer Polytechnic Institute; Ph.D., Kent State University

David F. Petrie (1997); *Instructor in Health and Exercise Sciences, Department Co-Chairperson*; B.A., Gettysburg College; M.S., University of Delaware

Thane S. Pittman³ (1972); *Professor of Psychology*; B.A., Kent State University; M.A., Ph.D., University of Iowa

Karen Pollard (2000); *Visiting Assistant Professor of Physics*; BSc, Ph.D., University of Canterbury

Jonelle E. Pool (1996); *Assistant Professor of Education*; B.A., Carroll College; M.A., Ph.D., University of Georgia

Lisa Portmess (1979); *Professor of Philosophy, Department Chairperson*; B.A., Gettysburg College; M.A., Ph.D., Queen's University

Jeane L. Potuchek (1988); *Associate Professor of Sociology and Anthropology*; A.B., Salve Regina College; A.M., Ph.D., Brown University

Janet M. Powers (1963–65; 1987–88; 1998); *Associate Professor of Women's Studies and Interdepartmental Studies and Coordinator of Global Studies*; B.A., Bucknell University; M.A., University of Michigan; M.A., Ph.D., University of Wisconsin

Clifford Presser (2000); *Assistant Professor of Computer Science*; B.S., Pepperdine University; Ph.D., University of South Carolina

William F. Railing (1964); *Professor of Economics*; B.S., United States Merchant Marine Academy; B.A., Johns Hopkins University; Ph.D., Cornell University

Rosario Ramos¹ (1997); *Assistant Professor of Spanish*; B.A., University of Puerto Rico; M.A., University of Maryland; M.A., Johns Hopkins University; Ph.D., Johns Hopkins University

Rodney R. Redding (1989); *Associate Professor of Management*; B.S., M.S., Ph.D., Pennsylvania State University; CPA

Kathryn Rhett² (1997); *Assistant Professor of English*; B.A., M.A., Johns Hopkins University; M.F.A., University of Iowa

Janet Morgan Riggs (1981); *Professor of Psychology, Department Chairperson*; B.A., Gettysburg College; M.A., Ph.D., Princeton University

Michael L. Ritterson (1968); *Associate Professor of German*; A.B., Franklin and Marshall College; Ph.D., Harvard University

Marta E. Robertson (1997); *Assistant Professor of Music*; B.Mus., University of Kansas; M.Mus., Ph.D., University of Michigan

Alicia Rolón (1994); *Associate Professor of Spanish*; B.A., Instituto Superior del Profesorado "Victor Mercante" (Argentina); M.A., Temple University; Ph.D., University of Colorado, Boulder

William E. Rosenbach (1984); *Harold G. Evans Professor of Eisenhower Leadership Studies; Co-Chairperson of Management*; B.S., B.B.A., Texas A & M University; M.B.A., Golden Gate University; Ph.D., University of Colorado

Alex T. Rowland (1958); *Ockershausen Professor of Chemistry*; B.A., Gettysburg College; Ph.D., Brown University

Susan Russell (1998); *Assistant Professor of Theatre Arts*; B.A., Hendrix College; M.A., University of Wisconsin; Ph.D., University of Washington

John E. Ryan³ (1994); *Assistant Professor of English*; A.A., Broome Community College; B.A., New York University; M.A., Ph.D., Case Western Reserve University

Steven A. Samaras (2000); *Assistant Professor of Management*; BBA, Loyola University; MBA, Northern Illinois University; Ph.D., University of Nebraska-Lincoln

Magdalena S. Sánchez¹ (1994); *Associate Professor of History*; B.A., Seton Hall University; M.A., Ph.D., Johns Hopkins University

Virginia E. Schein (1986); *Professor of Management*; B.A., Cornell University; Ph.D., New York University

Timothy J. Shannon (1996); *Assistant Professor of History*; B.A., Brown University; Ph.D., Northwestern University

David J. Simpson (2000); *Visiting Assistant Professor of Classics*; B.A., Cornell University; J.D., Boston University; Ph.D., Cornell University

Stephen M. Sivi^y (1990); *Associate Professor of Psychology*; B.A., Washington and Jefferson College; M.S., Rensselaer Polytechnic Institute; Ph.D., Bowling Green State University

Deborah A. Skok (2000); *Instructor in History*; A.B., Bryn Mawr College; M.A., University of Chicago

Carol D. Small (1969); *Assistant Professor of Visual Arts*; B.A., Jackson College of Tufts University; M.A., Johns Hopkins University

Carolyn S. Snively (1982); *Associate Professor of Classics*; B.A., Michigan State University; M.A., Ph.D., University of Texas at Austin

Deborah A. Sommer (1998); *Assistant Professor of Religion*; B.A., Case Western Reserve University; M.A., M.P., Ph.D., Columbia University

Ralph A. Sorensen (1977); *Professor of Biology*; B.A., University of California, Riverside; Ph.D., Yale University

Sharon L. Stephenson (1997); *Assistant Professor of Physics*; B.S., Millsaps College; Ph.D., North Carolina State University

Eileen M. Stillwaggon (1994); *Assistant Professor of Economics*; B.S., Edmund Walsh School of Foreign Service, Georgetown University; Diploma in Economics, University of Cambridge, England; M.A., Ph.D., The American University

Peter A. Stitt (1986); *Professor of English, Editor of The Gettysburg Review*; B.A., M.A., University of Minnesota; Ph.D., University of North Carolina at Chapel Hill

Kristin J. Stuempfle (1997); *Assistant Professor of Health and Exercise Sciences, Department Co-Chairperson*; B.S., Ursinus College; Ph.D., The Pennsylvania State University College of Medicine

Patricia E. Suess (2000); *Visiting Assistant Professor of Psychology*; B.A., San Diego State University; Ph.D., University of Maryland, College Park

Alan E. Szarawarski (2000); *Visiting Assistant Professor of Political Science*; B.S. (2), Massachusetts Institute of Technology; M.S., Ph.D., Harvard University

Amie Godman Tannenbaum (1968); *Associate Professor of French*; A.B., Hood College; M.A., George Washington University; Ph.D., University of Maryland

Donald G. Tannenbaum¹ (1966); *Associate Professor of Political Science*; B.B.A., M.A., City College of the City University of New York; Ph.D., New York University

Kenichi Tazawa (2000); *Instructor in Interdepartmental Studies (Japanese)*; B.A., M.A., University of Minnesota

C. Kerr Thompson (1985); *Professor of Spanish, Department Chairperson*; B.A., Davidson College; M.A., Ph.D., Louisiana State University

Rodney S. Tosten¹ (1990); *Associate Professor of Computer Science*; B.A., Gettysburg College; M.S., West Virginia University; Ph.D., George Mason University

James Toth (2000); *Visiting Associate Professor of Global Studies*; B.S., Case Institute of Technology; M.A., Case Western Reserve University; Ph.D., Binghamton University

Amelia M. Trevelyan (1985); *Associate Professor of Visual Arts*; B.A., M.A., University of Michigan; Ph.D., University of California, Los Angeles

Istvan A. Urcuyo (2000); *Visiting Assistant Professor of Biology*; B.S., The Citadel—The Military College of South Carolina; Ph.D., Pennsylvania State University

Isabel Valiela (1999); *Assistant Professor of Spanish and Women's Studies*; B.A., State University of New York at Albany; M.A., New York University (Madrid); Ph.D., Duke University

Miguel Vinuela² (1988); *Associate Professor of Spanish*; B.A., M.A., California State University, Fresno; Ph.D., University of California, Los Angeles

Elizabeth Richardson Viti (1984); *Professor of French, Edwin T. Johnson and Cynthia Shearer Johnson Distinguished Teaching Professor in the Humanities*; B.A., Wake Forest University; M.A., Middlebury College; Ph.D., New York University

Robert M. Viti (1971); *Professor of French*; B.A., St. Peter's College; M.A., Ph.D., Duke University

John A. Volkmar (1999); *Instructor in Management*; B.A., Ohio State University; M.S., Temple University

Kerry S. Walters (1985); *Professor and William Bittinger Chair of Philosophy*; B.A., University of North Carolina at Charlotte; M.A., Marquette University; Ph.D., University of Cincinnati

H. Charles Walton (1989); *Associate Professor of Management*; B.S., Auburn University; M.A., East Tennessee State University; Ph.D., Florida State University; CPA

Anke Walz (2000); *Visiting Assistant Professor of Mathematics*; Diplom, Technical University Berlin; M.A., Ph.D., Cornell University

Shirley A. Warshaw (1987); *Professor of Political Science*; B.A., M.G.A., University of Pennsylvania; Ph.D., Johns Hopkins University

Mark K. Warwick (2000); *Assistant Professor of Visual Arts, Department Chairperson*; B.A., The Polytechnic Wolverhampton in England; M.F.A., New York State College of Ceramics at Alfred University

Michael R. Wedlock (2000); *Assistant Professor of Chemistry*; B.S., Hope College; M.S., Ph.D., University of Chicago

Charles L. Weise (2000); *Assistant Professor of Economics*; B.S., Georgetown University; Ph.D., University of Wisconsin-Madison

Randall K. Wilson (2000); *Assistant Professor of Environmental Studies*; B.A., Humboldt State University; M.A., University of Colorado, Boulder; Ph.D., University of Iowa

Robert B. Winans (1987); *Professor of English*; B.A., Cornell University; M.A., Ph.D., New York University

John R. Winklemann (1963); *Associate Professor of Biology*; B.A., University of Illinois; M.A., Ph.D., University of Michigan

Cindy T. Wright (1999); *Instructor in Health and Exercise Sciences*; B.S., State University of New York at Cortland; M.S., University of Utah

Kent D. Yager (1986); *Associate Professor of Spanish*; B.A., M.A., University of California, Santa Barbara; Ph.D., University of New Mexico

Charles J. Zabrowski (1987); *Associate Professor of Classics, Department Chairperson*; A.B., Canisius College; M.A., University of Toronto; Ph.D., Fordham University

¹ On leave, Fall semester 2001–02

² On leave, Spring semester 2001–02

³ On leave, Academic Year 2001–02

⁴ Off campus, Study Abroad Program, Fall Semester, 2001–02

OTHERS HOLDING FACULTY RANK (2000-2001 ACADEMIC YEAR)

Christine A. Altieri; *Adjunct Instructor in English*; B.A., Brown University; M.A., University of Virginia

Gisela M. Aragón; *Spanish Teaching Assistant*; B.A., Escuela Superior de Lenguas, Córdoba

Gerald D. Baumgardner; *Adjunct Assistant Professor of Economics*; B.A., Pennsylvania State University; M.B.A., Shippensburg University of Pennsylvania; M.Ed., Pennsylvania State University; Ed.D., George Mason University

Brent C. Blair; *Adjunct Instructor in Visual Arts*; B.A., West Virginia University

Duane A. Botterbusch; *Adjunct Assistant Professor of Music*; B.S., Mansfield University of Pennsylvania; M.M., West Chester University of Pennsylvania

Mary Jo Boylan; *Laboratory Instructor II in Chemistry*; B.S., Allegheny College

Teresa Bowers; *Adjunct Assistant Professor of Music*; B.M.E., Susquehanna University; M.M., Ohio State University

Sally M. Brasher; *Adjunct Instructor in History*; B.A., University of Colorado, Boulder; M.A., Minnesota State University

Michael P. Cantele; *Adjunct Instructor in Health and Exercise Sciences*; B.A., Gettysburg College; M.S., Old Dominion University

Paul J. Carrick; *Adjunct Professor of Philosophy*; B.A., Michigan State University; M.A., University of Pennsylvania; Ph.D., Temple University

Pamela J. Castle; *Adjunct Instructor in Biology*; B.S., Oregon State University; M.S., Washington State University

Ian R. Clarke; *Adjunct Instructor of Physics*; B.A., University of Virginia; M.F.A., University of Iowa

Laurel A. Cohen-Pfister; *Adjunct Assistant Professor of German*; B.A., M.A., University of Florida; Ph.D., University of California, Los Angeles

George A. Colburn; *Adjunct Professor of History*; A.B., Aquinas College; M.A., Ph.D., Michigan State University

Holly Cookerly; *Adjunct Instructor in Health and Exercise Sciences*; B.S., M.Ed., Pennsylvania State University

P. Richard Cooper; *Laboratory Instructor in Physics*; B.A., Gettysburg College; M.Ed., Western Maryland College

Katja Denzer; *German Teaching Assistant*; Equivalent of M.A., Johannes Gutenberg Universität

Thomas S. Dombrowsky; *Adjunct Instructor in Interdepartmental Studies*; B.A., University of Rhode Island; M.A., Morgan State University

Justin J. Domingos; *Adjunct Instructor in Health and Exercise Sciences*; B.A., Gettysburg College

Lisa K. Dorrell; *Adjunct Instructor in Visual Arts*; B.A., University of Virginia; M.A., Northwestern University; Ph.D., University of Kansas

Christina L. Ericson; *Adjunct Instructor in History*; B.A., Gettysburg College; M.A., University of Maryland

Jeffrey Fahnestock; *Adjunct Instructor in Music*; B.M., M.M., Eastman School of Music, University of Rochester

Martin A. Fees; *Adjunct Instructor in Health and Exercise Sciences*; B.S., Indiana University of Pennsylvania; M.S., M.P.T., University of Delaware

Barbara Fick; *Adjunct Assistant Professor of Latin American Studies*; Licentiate, University of Chile; M.A., Ph.D., University of Maryland

Linda Karine Fiscus; *Adjunct Instructor in Mathematics*; B.A., Susquehanna University; M.S., Shippensburg University of Pennsylvania

Robert H. Ford; *Adjunct Associate Professor of Environmental Studies; B.S., M.S., Ph.D., Virginia Polytechnic Institute and State University*

William K. Foreman; *Adjunct Instructor in Education; B.S., Shippensburg University of Pennsylvania; M.Ed., Pennsylvania State University*

Terry G. Fox; *Adjunct Instructor in Education; B.S., M.Ed., Shippensburg University of Pennsylvania*

Josephine L. Freund; *Adjunct Instructor in Music; B.S., Johns Hopkins University; M.M., Peabody Conservatory of Music*

Wesley R. Frisbie; *Adjunct Instructor in Health and Exercise Sciences; B.S., University of Baltimore*

Lisa I. Gregory; *Laboratory Instructor II in Chemistry; B.A., Gettysburg College*

Charles W. Griffiths, III; *Adjunct Assistant Professor of Economics; B.A., Gettysburg College; M.A., University of Zimbabwe; Ph.D., University of Maryland at College Park*

Nathalie Goubet; *Adjunct Assistant Professor of Psychology; B.A., M.A., Ph.D., University of Massachusetts, Amherst*

Craig W. Gruber; *Adjunct Instructor in Psychology; B.A., American University; M.S., Johns Hopkins University*

Lynn E. Gumert; *Adjunct Assistant Professor of Music; B.M., Catholic University of America; M.M., D.Mus., Indiana University*

Louis J. Hammann; *Adjunct Professor of Philosophy and Religion; B.A., Gettysburg College; B.D., Yale Divinity School; M.A., Pennsylvania State University; Ph.D., Temple University*

Michael Hayden; *Laboratory Instructor in Physics; B.S., University of Maryland, College Park*

Herbert Henke; *Visiting Adjunct Professor of Music; B.M. (2), M.M., Oberlin College Conservatory of Music; Ed.D., University of Southern California*

Andrea C. Henry; *Adjunct Assistant Professor of Music; B.M., Pennsylvania State University; M.M., Southern Methodist University*

James R. Hontz; *Adjunct Assistant Professor of Music; B.M., M.M., Temple University*

Barbara Hulsether; *Laboratory Instructor II in Biology; B.S., Utica College of Syracuse University*

Kathryn H. Jones; *Laboratory Instructor in Chemistry; B.S., University of Notre Dame; M.S., Shippensburg University of Pennsylvania*

Theodore S. Jones; *Adjunct Instructor in Music; B.Mus., Peabody Conservatory of Music of Johns Hopkins University; M.Mus., Wichita State University*

Paula C. Kellinger; *Adjunct Assistant Professor of Theatre Arts; B.A., B.F.A., Adelphi University; M.F.A., Sarah Lawrence College*

Robert M. Knight; *Adjunct Instructor in English; B.S., University of Colorado; M.A., DePaul University*

Dane Kusic; *Adjunct Assistant Professor of Music; B.A. (2), University of Sarajevo, Music Academy; Ph.D., University of Maryland, Baltimore*

Anne Le Barbu; *French Teaching Assistant; Equivalent of B.A., Rennes II University*

William Leslie; *Adjunct Instructor in Computer Science; B.S., Indiana University of Pennsylvania; M.Ed., Shippensburg University of Pennsylvania*

Lani Lindeman; *Adjunct Instructor in English and Interdepartmental Studies; B.A., Gettysburg College*

Donald E. Myers; *Adjunct Assistant Professor of Education; B.A., Elizabethtown College; M.Ed., Western Maryland College; Ed.D., Temple University*

James E. Newton; *Distinguished Adjunct Professor of African American Studies; B.A., North Carolina Central University; M.F.A., University of North Carolina, Chapel Hill; Ed.D., Illinois State University*

Yukiko Niiro; *Adjunct Instructor in Mathematics; B.B.A., M.B.A., University of Hawaii*

Cyndy M. Phillips; *Adjunct Instructor in English; B.A., University of Miami; M.A., Humboldt State University (California)*

Phyllis Price; *Laboratory Instructor II in Biology; B.A., Gettysburg College*

James G. Ramos; *Adjunct Instructor in Visual Arts; B.S., M.Ed., Pennsylvania State University*

Alden H. Reese; *Laboratory Instructor II in Biology; A.B., Hood College*

James D. Reigel; *Adjunct Instructor in Health and Exercise Sciences; B.S., Towson State University*

Lawrence A. Rosenberg; *Adjunct Assistant Professor of Sociology and Anthropology; B.A., Beloit College; M.A., Ph.D., University of New Hampshire*

Pamela J. Rosenberg; *Adjunct Associate Professor of Sociology and Anthropology; B.A., Beloit College; M.A., University of New Hampshire; Ph.D., Cornell University*

Catharine E. Roth; *Adjunct Instructor in English;* B.A., Earlham College; M.A., University of North Carolina at Chapel Hill

James Ryon; *Adjunct Assistant Professor of Music;* B.Mus., East Carolina University; M.Mus., Peabody Institute; D.M.A., Catholic University of America

Charles Saltzman; *Adjunct Instructor in English;* A.B., Harvard College; M.A.T., Harvard Graduate School of Education

Stephanie A. Sellers; *Adjunct Instructor in English;* B.A., American University; M.F.A., Goddard College

Andrew G. Shaw; *Adjunct Assistant Professor of Visual Arts;* B.A., Kenyon College; M.F.A., New York State College of Ceramics at Alfred University

Allison C. Singley; *Adjunct Instructor in English;* B.A., University of Pennsylvania; M.A., University of Connecticut

Wayne A. Slaughter; *Adjunct Assistant Professor of Political Science;* B.A., University of Colorado at Boulder; M.A., Ph.D., University of Illinois at Chicago

Stephanie A. Slocum-Schaffer; *Adjunct Assistant Professor of Political Science;* B.A., Bucknell University; Ph.D., The American University, School of Public Affairs

Michael E. Snyder; *Adjunct Instructor in Music and Assistant Director of Bands (Marching Band);* B.S., Millersville University; M.A., Eastman School of Music

Barbara Streeter; *Adjunct Instructor in Health and Exercise Sciences;* B.A., Lebanon Valley College

Kenneth C. Washinger; *Adjunct Assistant Professor of Mathematics;* B.S., Shippensburg University of Pennsylvania; M.Ed., Pennsylvania State University; Ed.D., Rutgers University

Victor Wertz; *Adjunct Instructor in Music;* B.M., Susquehanna University; M.M., University of North Texas

Helen J. Winkelman; *Senior Laboratory Instructor in Biology and Adjunct Instructor in Health and Exercise Sciences;* B.A., Notre Dame College of Staten Island; M.S., University of Michigan

John Winship; *Adjunct Instructor in Visual Arts;* B.A., Middlebury College

Miyuki Yoshikami; *Adjunct Assistant Professor of Music;* B.A., University of California at Los Angeles; M.A., Ph.D., University of Maryland, College Park

Jo Ann K. Zeman; *Laboratory Instructor II in Biology;* B.A., Western Maryland College

Lori G. Zeshonsky; *Adjunct Instructor in Music;* B.A., West Chester University

ADMINISTRATION (2000-2001 ACADEMIC YEAR)

Emeriti

Date in parentheses indicate years of service.

Jay P. Brown (1947-1988), *Bursar, Emeritus*

Mary G. Burel (1970-1986), *Librarian Emerita*

Roland E. Hansen (1973-1989), *Business Manager, Emeritus*

Nancy C. Locher (1968-1989), *Dean of Student Advisement, Emerita*

Edward F. McManness (1970-1988), *Director of the College Union, Emeritus*

James H. Richards, Jr. (1974-1983), *Librarian Emeritus*

Frank B. Williams (1966-1993), *Dean of Student Life and Educational Services, Emeritus*

Richard K. Wood (1969-1990), *Director of Academic Computing, Emeritus*

Office of the President

Gordon A. Haaland (1990); *President and Professor of Psychology;* A.B., Wheaton College; Ph.D., State University of New York at Buffalo

Cheryl Miller (1994); *Executive Assistant to the President;* B.S., Dickinson College; M.A., Columbia University

Perrin Reid (2000); *Director of Employment Equity and Diversity;* B.A., Tufts University; M.A., University of Massachusetts, Amherst; J.D., Loyola Law School

Cathy W. Staneck (1989); *Assistant to the President;* B.A., Gettysburg College

Provost

Greg Anderson (1994); *Teacher Specialist, Biology;* B.S., St. Bonaventure University, Teacher Certification, Daemen College

Teresa Amott (2000); *Vice Provost;* B.A., Smith College; Ph.D., Boston College

Rebecca A. Bergren (1997); *Coordinator of Off-Campus Studies and International Student Affairs;* B.A., M.P.S., Alfred University

G. Ronald Couchman (1967); Registrar; B.A., Gettysburg College

Daniel R. DeNicola (1996); Provost and Professor of Philosophy; A.B., Ohio University; M.Ed., Ed.D., Harvard University

Tina M. Grim (1980); Program Manager, Civil War Institute

Barbara J. Herman (1975); Executive Assistant to the Provost

Ronald D. Miller (1993); Director of Field Experiences; B.S., Shippensburg University; M.Ed., Penn State University

Uma S. Rau (1999); Assistant Provost; B.A., St. Francis' College for Women; M.A., M.Phil., University of Hyderabad; Ph.D., West Virginia University

Jack W. Sipe (1998); Teacher Specialist; B.S., Millersville University; M.S., Shippensburg University

Glenn Snyder (1992); Research Associate/Programmer, Physics; B.S., Case Institute of Technology; Ph.D., Case Western Reserve University

Deborah M. Wailes (1991); Director for the Center of Internships and Pre-Law/Pre-Med Advising; B.A., Wilmington College; M.H.S., Lincoln University

Mary Waltz; Manager of Registrar's IS

Gettysburg Review

Peter Stitt (1986); Editor, Professor of English; B.A., M.A., University of Minnesota; Ph.D., University of North Carolina-Chapel Hill

Mark S. Drew (1998); Assistant Editor; B.A., Kent College; M.F.A., University of Alabama

Melinda Wilson; Managing Editor; B.A., University of Louisiana, Monroe; M.F.A., University of Alabama

Information Resources and Computing

David Steinour (1999); Vice Provost for IR and Computing

Mark A. Albert (1998); ITT Programmer/Analyst; B.A., Shippensburg University

John C. Baker (1998); MIS Programmer/Analyst; B.A., Geneva College; M.S., Shippensburg University

Doreen Beaudreau (1998); MIS Programmer/Analyst; B.B.A., M.B.A., University of Wisconsin

Sharon Birch; Instructional Technologist; B.A., Southwestern University at Georgetown; M.A., Bowling Green State University; Ph.D., Bowling Green State University

David M. Czar (1994); MIS DBA & Systems Analyst; B.A., Drew University

Richard J. Fawley (1995); Network Operator/Computer Lab Specialist

Charles Hannon (1998); Instructional Technologist; B.A., James Madison University; M.A., University of Kent at Canterbury; Ph.D., West Virginia University

Michael B. Hayden (1996); Director of Infrastructure and Operations; B.S.E.E., University of Maryland at College Park

David Heinzelmann; MIS Configuration Management Specialist; A.A., Devry Technical Institute

Donald L. Kingston (1988); Director of Telecommunications; B.S., American University

David Kline (1999); MIS Programmer/Analyst; B.S., M.B.A., Frostburg State University

Stephan Lewis (1999); Director of MIS; B.S., Penn State University; M.S., Troy State University

Gary Millburn (1999); MIS Programmer/Analyst; B.S., University of Southern Florida

Martha M. Myricks (1991); Director of Response; B.A., San Francisco State University

David Nettekoven; MIS Programmer/Analyst; B.S., Indiana University

Susan Pinti; Director of Response; B.A., Kutztown University

David Rice (1999); MIS Programmer/Analyst; B.S., Shippensburg University

Amy Riley (1999); UNIX/NT Systems Administrator; B.S., University of Washington; M.S., Johns Hopkins University

James Riley (1999); MIS DBA & Systems Analyst; B.S., University of Maryland

William P. Wilson (1979); Director of Instructional Technology; B.A., Gettysburg College; M.A., Ph.D., University of Connecticut

Eric J. Yurick (1995); Internet Services Specialist; B.S., M.S., Shippensburg University

Musselman Library

Robin Wagner (1995); Director of Library Services; B.A., Dickinson College; M.L.S., University of Kentucky; M.A., Dartmouth College

Christine Amadure (1999); *Processing Reference Archivist*; B.A., Shippensburg University; M.A., Penn State University; M.L.S., Clarion University

Sidney G. Dreesse (1995); *Reference/Instructional Librarian*; B.A., Clarion University; M.S., Drexel University

Karen Drickamer (1999); *Archivist/Special Collections Librarian*; B.A., North Adams State College; M.A.; M.L.S., State University of New York-Albany

Katherine A. Furlong (1999); *Reference/Instruction Librarian*; B.A., M.S., University of Pittsburgh

David T. Hedrick (1972); *Coordinator of Collections*; B.A., Emory and Henry College; M.A., University of Denver

Pamela A. Matthews (1998); *Acquisitions Librarian*; B.S., M.L.S., University of Pittsburgh

Ronald Wayne Bivens-Tatum (1999); *Reference/Instruction Librarian*; B.A., University of Alabama; M.S., M.A., University of Illinois at Urbana-Champaign

Patricia Tully (1997); *Head of Technological Services*; A.A., Cape Cod Community College; B.A., Williams College; M.I.L.S., University of Michigan

Janelle Wertzberger (1997); *Head of Reference/Instructional Librarian*; B.A., Southwestern University; M.A., University of Florida; M.L.I.S., University of Texas at Austin

College Life

Julie L. Ramsey (1981); *Dean of the College*; B.A., Denison University; M.A., Indiana University

Loretta W. Hylton (1989); *Executive Assistant to the Dean*

Thomas Mottola (1998); *Director of Judicial Affairs/Community Development*; B.A., Georgetown University; M.E.D., Harvard University

Margaret-Ann Radford-Wedemeyer (1986); *Associate Dean of the College & Sexual Harassment Officer*; B.A., Texas Women's University; M.A., Hood College

Academic Advising

GailAnn Rickert (1997); *Associate Dean and Director of Academic Advising*; B.A., Dickinson College; M.A., University of Oxford; Ph.D., Harvard University

Anne B. Lane (1989); *Associate Dean of Academic Advising*; B.A., Elizabethtown College; M.A., University of Iowa

Robert C. Nordvall (1972); *Dean of First-Year Students*; B.A., DePauw University; J.D., Harvard Law School; Ed.D., Indiana University

Career Planning and Advising

Kathleen L. Williams (1998); *Director of Career Planning and Advising*; B.A., Albion College; M.A., Western Michigan University

Christine L. Cunningham (1999); *Career Counselor*; B.A., Salisbury State University; M.Ed., University of Maryland

Terri H. Moore (1999); *Assistant Director of Career Planning and Advising*; B.A., Edinboro University of Pennsylvania; M.A., Indiana University of Pennsylvania

Susan Schlak (1999); *Career Services Specialist*

Center for Public Service

Karl J. Mattson (1977); *Director*; B.A., Augustana College (Illinois); B.D., Augustana Theological Seminary; S.T.M., Yale Divinity School

Gretchen Natter (1998); *Associate Director for the Center for Public Service*; B.S., Baldwin Wallace

Chaplain

Rev. Joseph A. Donnelly II (1997); *Chaplain*; B.A., Duquesne University; M.Div., Lutheran School of Theology, Chicago

Josephine Bailey Freund (1991); *College Organist, Adjunct Instructor in Music*; B.S., John Hopkins University; B.Mus., M.Mus., Peabody Conservatory

Counseling Services

William H. Jones (1964); *Coordinator of Counseling*; B.A., Eastern Nazarene College; M.A., University of Wisconsin; Ed.D., Boston University

Shirley S. Armstrong (1995); *Counselor*; B.A., Gettysburg College; M.A., Shippensburg University

Harriet Barriga Marritz (1989); *Counselor, Drug Education Coordinator*; B.A., Lafayette College; M.S., Millersville University of Pennsylvania

LaDonna B. Mullins (1995); *Health Education Consultant*; B.A., Augustana, Sioux Falls

Frances F. Parker (1980); *Associate Coordinator of Counseling*; B.A., M.A., University of Kentucky

Health Services

Frederick Kinsella (1990); *Nurse Practitioner and Director of Student Health Services*; B.S., Wagner College; M.S., Wagner College; Post-Master's Certificate, University of Virginia

Janice O'Neal (1997); *Nurse Practitioner*; B.A., B.S.N., Jersey City State College; M.S.N., Seton Hall University

Constance A. Songer (1986); *Nurse Practitioner*; R.N., Washington Hospital Center

Intercultural Advancement

H. Pete Curry (1997); *Dean of Intercultural Advancement*; B.A., Baldwin Wallace College; M.A., Bowling Green State University

Mikiko Kumasaka (2000); *Assistant Director of Residence Life for Intercultural Advancement*; B.A., San Diego State University; M.Div., Fuller Theological Seminary

Yukiko K. Niino (1986); *Counselor, Intercultural Resources Center*; B.A., M.A., University of Hawaii

Office of Greek Organizations

Dennis K. Murphy (1990); *Assistant Dean of the College and Director of Greek Organizations*; B.A., Saint Francis College (Pennsylvania); M.S., Shippensburg University of Pennsylvania; Ed.D., Indiana University

Brad McCutcheon (1999); *Assistant Director of Experiential Education and Campus Recreation*

Marikate Murren (2000); *Director of Campus Recreation*; B.A., University of Connecticut; M.A., University of Connecticut

John E. Regentin (1995); *Director of Experiential Education*; B.S., M.S., Radford University

Residence Life

Timothy P. Rupe (1992); *Associate Dean/Director of Residence Life, Assistant Dean of Judicial Affairs*; B.S., Susquehanna University; M.S., Shippensburg University

Natalie Basil (2000); *Area Manager*; B.A., Marietta College; M.A., Indiana University of Pennsylvania

Celeste Belcher (2000); *Area Manager*; B.A., State University of New York at Buffalo; M.Ed., State University of New York at Buffalo

Jennifer Frohnappfel (2000); *Area Manager*; B.A., Gettysburg College

Thomas Segar (1999); *Assistant Director, Residence Life*; B.S., University of Maryland

Safety and Security Services

William Cafferty (2000); *Director of Safety and Security*; B.A., Eastern College; M.S., Villanova University

David Taylor (1999); *Associate Director of Safety and Security*; A.A., Harrisburg Area Community College

Student Activities

Lynn Collins White Cloud (1992); *Assistant Dean/Director of Student Activities and College Union*; B.S., University of Vermont; M.A., Boston College

John Archer (1996); *Night Activities Manager*; B.A., University of Hartford, Connecticut

Steven Mark Sikes (1999); *Associate Director of Student Activities*; B.A., University of South Carolina; M.Ed., Virginia Tech

College Relations

Lex O. McMillan, III (1993); *Vice President for College Relations*; B.A., Washington & Lee University; M.A., Georgia State University; Ph.D., University of Notre Dame

Advancement Services

Michele L. Pigott (1999); *Director of Advancement Services*; B.S., University of South Florida; A.S., Central Penn Business School

Diana Snell (2000); *Assistant Director of Advancement Services*

Alumni Relations

Joseph Lynch (2000); *Director of Alumni Relations*; B.A., Gettysburg College

Mary Anstine (2000); *Associate Director of Alumni Relations*; B.A., Washington and Lee University; J.D., Washington and Lee School of Law

Katherine Casey (2000); *Assistant Director of Alumni Relations*; B.S.E., Millersville University

Annual Giving

Susan E. Pyron (1996); *Director of Annual Giving*; B.A., Gettysburg College

Brian Allen (1999); *Annual Giving Officer*

Laura Cotton (2000); *Assistant Director of Annual Giving*; B.S., Hobart and William Smith Colleges

Craig Diehl (1999); *Executive Director of the Orange & Blue Club*; B.A., Gettysburg College

Penny L. Jenkins (1999); *Associate Director of Annual Giving*; B.A., Mary Baldwin College

Capital Giving

Christine A. Benecke (1992); *Manager of Research*; B.Hum., Penn State University

Emily Clarke (1991); *Assistant Director of Planned Giving*; B.A., University of North Carolina

Donald R. Cooney (1995); *Associate Vice President for Capital Giving*; B.A., Gettysburg College

Elizabeth Dahmus (2000); *Director of Planned Giving*; B.S., Penn State University; M.P.A., Penn State University

William P. Deptula (1997); *Associate Director of Capital Giving*; B.A., Gettysburg College; M.A., Bowling Green University

Jeanne deBrun Duffy (1999); *Director of Foundation and Corporate Support*; B.A., Gettysburg College; Ph.D., Brown University

Jean S. LeGros (1978–1988), (1991); *Associate Director of Capital Giving*; B.A., Gettysburg College

Janet Wiley Mulderrig (1999); *Director of Major Gifts*; B.A., Gettysburg College

Jeffrey Pierce (2000); *Capital Gifts Officer*; B.S., Towson State University

Jean Straub Stitt (2000); *Capital Gifts Officer*; B.S., Lamar University

Karen Weiss (1999); *Capital Gifts Officer*; B.A., West Chester University

Public Relations

Patricia A. Lawson (1999); *Associate Vice President for Communications and Public Relations*; B.A., Eastern Connecticut State College; M.S., Syracuse University

Matthew G. Daskivich (1999); *Sports Information Director*; B.S., Muhlenberg College; M.A.M., University of Virginia

Mary E. Dolheimer (1991); *Director of Media Relations*; B.S., Indiana University of Pennsylvania

James Hale (2000); *Staff Writer*; B.A., Valparaiso University

Steven Westfall (2000); *Graphic Designer*; B.F.A., Maine College of Art

Jerold Wikoff (1985); *College Editor, Director of Publications*; B.A., M.A., Ph.D., Stanford University

Enrollment and Educational Services

David J. Cowan (1965); *Dean of Enrollment and Educational Services*; B.S., M.A., Ph.D., University of Texas

Admissions

Gail Sweezey (1983); *Director of Admissions*; B.A., Allegheny College

Nathan Anderson (1999); *Admissions Counselor*; B.A., College of Wooster

Leigh Anne Bennett (2000); *Admissions Counselor*; B.A., Colgate University

Daniel A. Dundon (1972); *Senior Associate Dean of Admissions*; B.A., State University of New York at Buffalo; M.A., Eastern Michigan University

Sarah Johnson (2000); *Associate Director of Admissions & Coordinator of Technical Operations*; B.A., Susquehanna University

Darryl W. Jones (1985); *Associate Dean of Admissions*; B.A., Pennsylvania State University

Christine Sedlacko (2000); *Admissions Counselor*; B.A., Gettysburg College

Darren Silvis (2000); *Admissions Counselor*; B.A., Dickinson College

Joseph C. Sharrah (1996); *Admissions Counselor*; B.A., Gettysburg College; M.B.A., Shippensburg University

Mary Wilkes (2000); *Admissions Counselor*; B.A., Gettysburg College

Institutional Analysis

Salvatore Ciolino (1971); *Director for Institutional Analysis*; B.A., State University of New York at Geneseo; M.S., State University of New York at Albany; Ed.D., Nova University

Intercollegiate Athletics

Charles W. Winters (1989); *Director of Intercollegiate Athletics*; B.S., M.Ed., Bowling Green State University

John W. Campo (1985); *Head Coach/Baseball, Assistant Coach/Football*; B.S., University of Delaware; M.S., Queens College of the City University of New York

Carol D. Cantele (1992); *Head Coach/Field Hockey, Head Coach/Women's Lacrosse*; B.A., Gettysburg College; M.A., Miami University at Oxford

Michael P. Cantele (1990); *Athletic Trainer*; B.A., Gettysburg College; M.S., Old Dominion University

Casey Counsellor (1999); *Head Coach, Men's/Women's Golf*; B.A., Scottsdale Community College

Robert T. Condon (1993); *Head Coach/Men's and Women's Cross Country, Head Coach/Track and Field*; B.A., Olivet College; M.Ed., Miami University at Oxford

Troy A. Dell (1995); *Head Wrestling Coach/Strength & Conditioning Coach*; B.A., Gettysburg College

Joseph D. Donolli (1971); *Head Athletic Trainer*; B.S., University of Delaware; M.Ed., Temple University

Henry Janczyk (1987); *Head Coach/Men's Lacrosse*; B.A., Hobart College; M.A., Albany State University

Kimberly A. Kelly (1992); *Head Volleyball Coach/Assistant Softball Coach*; B.S., Gettysburg College

Michael T. Kirkpatrick (1989); *Head Coach/Women's Basketball, Head Coach/Softball*; A.A., Community College of Allegheny, Boyce Campus; B.S., University of Pittsburgh at Johnstown

George R. Petrie (1989); *Head Coach/Men's Basketball, Co-Head Coach/Golf*; B.A., Lebanon Valley College; M.Ed., University of Utah

Michael K. Rawleigh (1985); *Head Coach/Men's and Women's Swimming, Aquatics Director*; B.A., University of North Carolina at Chapel Hill; M.S., Western Maryland College

John F. Schmid (1990); *Assistant Coach/Football, Assistant Coach/Track and Field*; B.S., Ursinus College

Barb Streeter (1991); *Assistant Director of Campus Recreation, Director of Women's Athletics*; B.A., Lebanon Valley College

Barry H. Streeter (1975); *Head Coach/Football*; B.A., Lebanon Valley College; M.S., University of Delaware

Todd D. Wawrousek (1990); *Head Coach/Women's Soccer, Assistant Tennis Coach*; B.S., University of Pittsburgh; M.Ed., Alfred University

David W. Wright (1986); *Associate Athletic Director, Head Coach/Soccer, Head Coach/Tennis*; B.S., State University of New York at Cortland; M.A., Brigham Young University

Intercollegiate Athletics/Part-Time Coaches

Darrell Alt (2000); *Graduate Assistant (Football)*; B.S. Frostburg State University

Kenneth Armacost (1996); *Assistant Coach/Volleyball*; B.A., Indiana University of Pennsylvania; M.S., Western Maryland College

Thomas Bachman (1991); *Assistant Coach/Women's Soccer*; B.S., West Chester State College

Lisa Beideman (2000); *Assistant Coach/Field Hockey*; B.A., Gettysburg College

Robert Campbell (2000); *Assistant Coach/Football*; B.S., Penn State University; M.S., SUNY at Cortland

Kenneth Corbran (1998); *Assistant Coach/Men's Soccer*; B.S., Rutgers University; M.S., Western Maryland College

David Cornell (1997); *Graduate Assistant (Men's Lacrosse)*; B.A., Gettysburg College

Justin Domingos (2000); *Assistant Coach/Men's Lacrosse*; B.A., Gettysburg College

Gail Gilchrest (2000); *Graduate Assistant (Women's Basketball)*; B.A., Kean University

Mike Graham (1999); *Graduate Assistant (Football)*; B.A., Gettysburg College

Kenneth Haines (2000); *Assistant Coach/Wrestling*; B.S., Lock Haven University

Andrea Hanley (1999); *Graduate Assistant (Field Hockey/Women's Lacrosse)*; B.A., Drew University

Alan Kempton (2000); *Assistant Coach/Football*; B.S., Gettysburg College

Wayne Mickley (1994); *Assistant Coach/Baseball*; B.S., Shippensburg University

Dave Neff (1998); *Assistant Coach/Men's Basketball*

James Page (2000); *Assistant Coach/Football*; B.A., Susquehanna University

William Pfitzinger (1999); *Head Coach/Men's & Women's Tennis*; B.A., Roanoke College

Camilla Rawleigh (1989); *Assistant Coach/Men's & Women's Swimming*; B.A., University of North Carolina at Chapel Hill

Paul Redfern (2000); *Graduate Assistant (Men's Basketball)*; B.A., Gettysburg College

James Rigel (2000); *Assistant Coach/Men's Soccer*; B.S., Towson State University

Lee Rentzel (1991); *Assistant Coach/Baseball*; B.A., Penn State University; M.A., Western Maryland College

Aimee Seward (2000); *Graduate Assistant (Field Hockey/Women's Lacrosse)*; B.S., Mary Washington College

Aubrey Shenk (1984); *Assistant Coach/Men's & Women's Cross Country/Field Hockey*

Kim Winters (1999); *Graduate Assistant (Athletic Training)*; B.S., Stroudsburg University

Joseph Yeck (1999); *Assistant Coach/Men's Basketball*; B.S., Temple University; M.A., University of Maryland

Student Financial Aid

Ronald L. Shunk (1983); *Director of Financial Aid;* B.A., M.Ed., Pennsylvania State University

John Z. Kelley (1992); *Associate Director of Financial Aid;* B.S., Alfred University; M.S., Syracuse University

Jeann Riley; *Assistant Director of Financial Aid;* B.S., University of Maryland, Baltimore County

Finance and Administration

Jennie L. Mingoelli (1993); *Vice President for Finance and Administration/Treasurer;* B.A., Stetson University; M.A., Ph.D., Syracuse University

William Baldwin (1989); *Building Trades Manager*

James R. Biesecker (1983); *Assistant Director of Facilities Services;* B.S., Mt. St. Mary's College

Mike Bishop (2000); *College Union Food Service Manager;* B.S., Shepard College

David Bosnick (2000); *Director of Shared Bookstore Services;* B.A., East Carolina University; M.A., SUNY Brockport; Ph.D., Binghamton University

Karen A. Boyd (1998); *Director of Campus Space Planning and Management;* B.A., Smith College; M.Arch., University of Virginia

Ana Crider (2000); *Director of Financial Planning and Budget;* B.S., B.A., Indiana University

Larry Eighmy (1998); *Director of Shared Facilities Planning and Management;* B.A., Middlebury College

Robert Butch (1999); *Special Assistant to the Director of Facilities Services;* B.A., Swarthmore College

Ed Earp (2000); *Executive Chef*

Brian Erb (1999); *Assistant Vice President for Financial Systems and Services/Associate Treasurer;* C.P.A.; B.S., Rutgers University

Carmen Glynn (2000); *Sous Chef*

Christine L. Gormley (1994); *Assistant Director of Financial Services;* B.A., Western Maryland College

Melissa A. Grimsley (1988); *Manager of HRIS System*

Roger Heyser (1984); *Manager, Energy & HVAC;* Gateway Technical Institute

Margaret Hollis (2000); *Conference and Event Manager;* B.S., Shippensburg University

Deb Hydock; *Student Services Manager;* B.S., M.B.A., Mount St. Mary's College

Ellen M. McCarthy (1999); *Controller & Director of Financial Services;* C.P.A.; B.A., Stonehill College

Kimberly McGlaughlin (1999); *Payroll Manager;* B.S., Mount St. Mary's College

John V. Myers (1978); *Director of Dining Services;* B.S., University of Scranton

Randy Nenninger (1997); *Manager, Grounds and Landscape Services;* Associate in Forestry, Penn State University

Jane D. North (1992); *Director of Human Resources and Risk Management;* B.S., Miami University at Oxford

Peter C. North (1992); *Director of Auxiliary and Campus Food Services;* B.S., B.A., Slippery Rock University

Jeffrey Nye (2000); *Catering Manager for Dining Services*

Wendy Quinley (1999); *Manager, Student Accounts;* B.A., Western Maryland College; M.B.A., Mount St. Mary's College

Chris Rinehart (1994); *Purchasing Manager of Dining Services*

Jennifer T. Robertson (1995); *Associate Director of Human Resources;* B.S., James Madison University

Elaine Saxe (1999); *Assistant Controller;* C.P.A.; B.B.A., Stephen F. Austin University

John R. Shaddock (2000); *President & CEO, Shared Services Consortium;* B.S., University of Maryland; M.S., Troy State University

Ken Shultes (2000); *Director of Facilities Services;* B.A., Dickinson College

David M. Swisher II (1970); *Associate Director of Facilities Services*

Kimberly L. Wolf (1991); *Director, College Bookstore*

Christine Zuber (2000); *Assistant Director of Budget;* B.S., Bloomsburg University

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Admission

Gail M. Sweezey, *Director of Admissions*

Alumni Affairs

Joe Lynch, *Director of Alumni Relations*

Athletics

Charles W. Winters, *Director of Intercollegiate Athletics*

Career Planning

Kathleen L. Williams, *Assistant Dean/Director of Career Planning and Advising*

Church Relations

Rev. Joseph A. Donnelly II, *Chaplain*

College Relations

Lex O. McMillan III, *Vice President for College Relations*

Counseling Services

William H. Jones, *Coordinator of Counseling Services*

Enrollment and Educational Services

David J. Cowan, *Dean of Enrollment and Educational Services*

Financial Aid

Ronald L. Shunk, *Director of Financial Aid*

Financial Services/Student Accounts

Ellen M. McCarthy, *Controller and Director of Financial Services*

General College Policy and Information

Patricia A. Lawson, *Associate Vice President for Communications and Public Relations*

Information Resources

David P. Steinour, *Interim Vice Provost for Information Resources and Director of Computing*

Musselman Library

Robin Wagner, *Director of Library Services*

Public Relations

Patricia Lawson, *Associate Vice President for Communications and Public Relations*

Records and Transcripts

G. Ronald Couchman, *Registrar*

Student Affairs

Julie L. Ramsey, *Dean of the College*

Advisers and Coordinators of

Special Programs at Gettysburg College

Adviser to Minority Students

Peter Curry, *Dean of Intercultural Advancement*

Affirmative Action/Title IX

Perrin B. Reid, *Director of Employment Equity & Diversity*

Coordinator/Sexual Harassment Officer

Perrin B. Reid, *Director of Employment Equity & Diversity*

Contact Person for Continuing Education

G. Ronald Couchman, *Registrar*

Coordinator of Dual-Degree Program in Engineering

Sharon L. Stephenson, *Department of Physics*

Coordinator of Dual-Degree Program in Forestry and Environmental Studies

John A. Commito, *Department of Environmental Studies*

Coordinator of Dual-Degree Program in Nursing

Ralph A. Sorensen, *Department of Biology*

Coordinator of Dual-Degree Program in Optometry

Ralph A. Sorensen, *Department of Biology*

Coordinator of International Student Affairs

Rebecca Bergren, *Coordinator of Off-Campus Studies and International Student Affairs*

Coordinator of Off-Campus Programs

Rebecca Bergren, *Coordinator of Off-Campus Studies and International Student Affairs*

Coordinator of the Writing Center

John E. Ryan, *Department of English*

Internship Coordinator

Deborah M. Wailes, *Director of Internships*

Prehealth Professions Adviser

Ralph A. Sorensen, *Department of Biology*

Prelaw Adviser

Kenneth F. Mott, *Department of Political Science*

Students and Employees with Disabilities

Coordinator of Access Policies

Jane H. North, *Director of Human Resources*

Perrin B. Reid, *Director of Employment Equity & Diversity*

Gettysburg College—Calendar for 2000–2001

FALL SEMESTER, 2001

August 23–26, Thursday–Sunday	Orientation
August 26, Sunday	Registration
August 27, Monday	Classes begin
September 28–30, Friday–Sunday	Alumni Homecoming
October 8–9, Monday–Tuesday	Reading days
October 19, Friday	Fall Honors Day
October 19–21, Friday–Sunday	Family Weekend
October 19, Friday	Mid-semester reports due
November 8, Thursday, 11:30 a.m.	Fall Convocation
November 20, Tuesday, 5:00 p.m.	Thanksgiving recess begins
November 26, Monday, 8:00 a.m.	Thanksgiving recess ends
December 7, Friday	Last day of classes
December 8–9, Saturday–Sunday	Reading days
December 9–14, Sunday p.m.–Friday	Final examinations
December 17, Monday, 5:00 p.m.	All grades due

SPRING SEMESTER, 2002

January 16, Wednesday	Registration adjustments
January 17, Thursday	Classes begin
March 8, Friday	Mid-semester reports due
March 8, Friday, 5:00 p.m.	Spring recess begins
March 18, Monday, 8:00 a.m.	Spring recess ends
March 28, Thursday	(Follow Monday schedule)
March 28, Thursday, 5:00 p.m.	Easter recess begins
April 2, Tuesday, 8:00 a.m.	Easter recess ends
April 20, Saturday	Get-Acquainted Day
May 3, Friday	Last day of classes
May 4–5, Saturday–Sunday	Reading days
May 5–10, Sunday p.m.–Friday	Final examinations
May 13, Monday, 5:00 p.m.	All grades due
May 18, Saturday	Spring Honors Day
May 18–19, Saturday–Sunday	Baccalaureate and Commencement Weekend
May 30–June 2, Thursday–Sunday	Alumni College and Reunion Weekend

It is the policy of Gettysburg College not to discriminate improperly against any matriculated student, employee or prospective employee on account of age, race, color, religion, ethnic or national origin, gender, sexual orientation, or being differently abled. Such policy is in compliance with the requirements of Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Rehabilitation Act of 1973, and all other applicable federal, state, and local statutes, ordinances, and regulations. Inquiries concerning the application of any of these laws may be directed to the Affirmative Action Officer at the College or to the Director of the Office for Civil Rights, Department of Education, Washington, D.C. for laws, such as Title IX of the Education Amendments of 1972 and the Rehabilitation Act of 1973, administered by that department.

Gettysburg College is accredited by the Middle States Association of Colleges and Secondary Schools.

Gettysburg
COLLEGE

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